DOCUMENT RESUME

ED 096 387 CE 001 358

AUTHOR	Wanat, John A., Ed.; And Others
TITLE	Cooperative Industrial Education. All Purpose Manual.
INSTITUTION	Jersey City State Coll., N.J. Center for Occupational Education.
PUB DATE	73
NOTE	145p.; For related document, see CE 001 359
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	Career Education; *Cooperative Education; Cooperative Planning; *Cooperative Programs; *Industrial Education; Program Planning; Vocational Education; Work Experience Programs
IDENTIFIERS	CIE; Cooperative Industrial Education

ABSTRACT

The basic objective of the cooperative industrial education program is to prepare students for useful employment in occupations of their choice through vocational training by the school and business or industry, providing legal employment, systematic training on the job, and supplementary instruction in the school. Objectives of the program, duties and qualifications of the coordinator, and guidelines for getting a program started (who participates, selection of trainees, legal responsibilities, selecting training establishments, evaluating on-the-job training) are presented. Also discussed are the in-school related class, formation and structure of an advisory committee, necessary budgetary allotment, the Vocational Industrial Clubs of America, evaluation of the program, and career education. (SC)

BEST COPY AVAILABLE

ED 096387

COOPERATIVE INDUSTRIAL EDUCATION

ALL PURPOSE MANUAL

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Wareen E. Downey
Ctr for Occup. Educ.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Center for
Occupational
Education
Jersey City
State College

CE001358

BEST COPY AVAILABLE

For the State of New Jersey

Stephen Poliacik
Assistant Commissioner of Education

John H. Koenig
Associate State Director of Vocational Education (Instructional Services)

John R. Wyllie
Director, Bureau of Special Needs and Cooperative Industrial Education

Thomas F. McNulty
Director, Cooperative Vocational Technical Education

Paul Mozenter
Director, Vocational Education for the Disadvantaged

Dean Garwood
Director, Vocational Education for the Handicapped

For Jersey City State College

James H. Mullen
President

William A. Liggitt
Executive Vice President and Provost

Harry L. Brown
Dean of Professional Education

Dorothy S. Anderson
Dean of Educational Services

Warren E. Downey
Acting Director
Center for Occupational Education

John A. Wanat
Assistant Director
Center for Occupational Education

1973 All rights reserved. Printed in the United States of America.

This project was sponsored through the ancillory portion of Paragraph G, Cooperative Education Funds, Fiscal period covered 1971/73.

ED 096387

COOPERATIVE INDUSTRIAL EDUCATION

ALL PURPOSE MANUAL

General Editor & Contributing Author:
John A. Wanat, Project Director
Center for Occupational Education
Jersey City State College

Supporting Editor & Primary Co-Author:
Samuel Cooper, Committee Chairman
Cooperative Education Coordinator
Ridgefield Memorial High School

Supporting Editor & Contributing Author:
Michael K. Klavon
Center for Occupational Education
Jersey City State College

Primary Co-Authors:

John M. Clark
Cooperative Education Coordinator
Midland Park High School

Robert Gray
Cooperative Education Coordinator
Livingston High School

Anthony Franciosi
Cooperative Education Coordinator
Bloomfield Senior High School

Michael Lauten
Cooperative Education Coordinator
Scotch Plains - Fanwood High School

TABLE OF CONTENTS

Acknowledgements iv
Preface vi
Forward vii

Philosophy of Cooperative Industrial Education 1

General Objectives of the C.I.E. Program 6

The Coordinator 8

Getting the C.I.E. Program Started 17

Who Participates 22

Selection of Trainees 26

Legal Responsibilities 37

Selecting Training Establishments 63

Evaluation of On-The-Job Training 81

Related Class 88

Public Relations 92

Advisory Committee 98

Budgetary Allotment 105

Vocational Industrial Clubs of America 109

Evaluations 115

Career Education 119

ACKNOWLEDGEMENTS

This project would not have been possible without the dedication and cooperation of many people.

Much recognition must be given to Mr. John Wyllie, Director of the Bureau of Special Needs and Cooperative Education and Mr. Tom McNulty, Director of the Office of Cooperative Education for their perception of the need for a manual to help assist C.I.E. Coordinators in carrying out their assignments.

Personnel in the New Jersey State Education Department, Division of Vocational Education, were especially helpful in providing direction and supplying support materials and services. Much appreciation is expressed to: Paul Mozenter, Acting Director Vocational Services for the Disadvantaged; Robert Gray, Supervisor of Cooperative Industrial Education; Richard Van Gulik, Advisor, New Jersey Association of VICA; and George Russ, Director of Vocational Teacher Education and Certification.

Teacher educators throughout the State were most cooperative in assisting us with this endeavor. In particular, we are most grateful to: Dorothy Anderson, Dean of Educational Services, Jersey City State College for her advice and assistance as the former Director of the Center for Occupational Education; and Dr. Morton Shenker, Assistant Professor and Coordinator of Distributive Education, Trenton State College for allowing us to reproduce material on Advisory Committees from his publication "Advisory Committees for Cooperative Education Programs."

A special acknowledgement is hereby extended to all of the following for their close cooperation and efforts in assisting in the overall preparation of this manual: Ms. Pat Jusaites, Administrative Assistant, Publications, Jersey City State College for her art work; Warren Downey, Acting Director, Center for Occupational Education, for his advice, cooperation and drafting/design contributions; and a special thanks to Patricia A. Donnelly for her typing and productive clerical suggestions.

Finally, we express our sincere gratitude to the entire staff of the Center for Occupational Education for the many long hours in preparing and reviewing portions of the manual and for meeting the many eleventh hour deadlines.

PREFACE

Cooperative Industrial Education in New Jersey has come a long way since October of 1962, when a memorandum from William J. Clark, then Director of the Wage and Hour Bureau, to Dr. Albert Jochem, then State Director of Vocational Education; cleared the way for the start of the program. A Committee to Study the Needs of Vocational Education in New Jersey had provided an additional impetus when it called for more vocational education - and particularly cooperative education.

There were those at that time who saw cooperative education as a stop gap measure - something to keep pupils in school until more vocational facilities could be built. This view has faded away. Not only has cooperative education brought vocational education into almost every "regular" high school where few facilities existed for vocational programs, it has also appeared in most of the Area Vocational Schools which today have wonderful facilities and offer a great variety of nothing but vocational education.

We are proud of the service provided to our youth and our communities by Cooperative Education. We are particularly proud of the share of this load which has been carried by the industrial variety of cooperative education - CIE.

This manual lists a great deal of what was learned in ten years of operation of Cooperative Industrial Education. Many local coordinators, and State personnel, helped in the doing and the compiling. To those who participated, and to those at Jersey City State College, who provided the setting in which the pieces were put together, I would like to express my gratitude and appreciation.

John R. Wyllie, Director
Bureau of Special Needs
and Cooperative Education
Division of Vocational Education

FORWARD

This manual is a direct outgrowth of a need expressed by Cooperative Industrial Education Coordinators at an interdisciplinary workshop held three years ago at Rider College. At that time, it was recommended that a Related Class Manual be developed along with an All Purpose Manual. The first, the Related Class Manual, was developed last year. We have now finalized a guide in the following pages that is applicable to all C.I.E. Coordinators in the State of New Jersey.

To be sure, not every form, subject and T-Letter is included, but rather, we have provided the new, as well as the experienced, Coordinator with a written set of current guide line information that will assist him or her in meeting the objective of a quality Co-op program.

The Center for Occupational Education was honored to have had the opportunity to act as the organization servicing C.I.E. Coordinators. It has been through the combined efforts of all C.I.E. Coordinators and the continued encouragement and assistance of the State Division of Vocational Education that this endeavor has been able to become a reality. Having been designated as the official service organization for C.I.E. we will be more than delighted to serve you, the individual coordinator, as the need arises.

John A. Wanat
Editor

I

PHILOSOPHY OF COOPERATIVE INDUSTRIAL EDUCATION

Education, according to the Webster New International Dictionary is "the totality of the information and qualities acquired through instruction and training, which furthers the development of an individual physically, mentally and morally." We should add to "instruction and training" the word "experience." This definition properly covers a great deal of ground. It includes such broad areas as general education, vocational education, education for special groups, and professional training.

Much has been done to advance the development and training of people in all these areas with useful productive citizenship as the goal. Our professional schools are the best as is the academic education leading to them. Our vocational and technical high schools, with few exceptions, do their job. We have all kinds of programs for the gifted, the handicapped and the problems of one kind or another. But what can we do for the student in a comprehensive high school who is in a sort of "twilight zone"? He is not "college prep" or "business ed" but is merely working for a high school diploma that will very likely turn out to be a passport to nowhere. This student is the potential "drop-out", the potential delinquent...at best the potential school discipline problem. This student is dynamite ready to explode.

Since such a student may not be preparing for college, his earning a living lies in one of the many vocational areas, such as in a trade, industry or service area. No comprehensive high school could possibly secure or maintain facilities to train students in the many areas of industry or the trades.

With manpower (students) available and a crying need for craftsmen and other skilled workers in business and industry, the only logical answer is cooperation between all elements of the school and business to train these people.

The idea of "Cooperative Education" is not new. This term was used to describe the earliest American experiments at the University of Cincinnati in 1906. While other terms like Work-Experience or Work-Study might be found in the literature --- as for example in the U.S. Office of Education Bulletin No. 5, 1957, where six types of work experience programs are listed --- we will be concerned only with Part-Time-Cooperative Industrial Education Programs involving cooperation of the high school, the business community and organized labor.

Exemption of Cooperative Industrial Education (CIE) Programs from the Child Labor Law Prohibited Occupations Section

In 1962 the New Jersey Department of Labor decided to follow the general guidelines used in Bulletin 101 as it affects students involved in hazardous occupations while training in an approved school program. This was made possible by the memorandum dated October 25, 1962 from William J. Clark, Director, Wage and Hour Bureau, Department of Labor, to the then Assistant Commissioner of Education, Dr. Albert E. Jochen, interpreting NJSA 34 - 2 - 21.17. Further clarification is contained in the letter written to the coordinators by William J. Clark on March 26, 1965.

Following are copies of the memorandum and the letter.

- C O P Y -

STATE OF NEW JERSEY
DEPARTMENT OF LABOR AND INDUSTRY

Office: Wage & Hour

Date: October 25, 1962

MEMORANDUM

TO: Dr. Albert E. Jochen, Assistant Commissioner of Education

FROM: William J. Clark, Director, Wage and Hour Bureau

SUBJECT: Exemption of Cooperative Vocational Education Programs from Child Labor Law Prohibited Occupations Section.

N.J.S.A. 34:2-21.17 does not apply to "the work done by pupils in public or private schools of New Jersey, under supervision and instruction of officers or teachers of such organizations or schools." We have reviewed the application of this exemption to work done by pupils enrolled in Part-Time Cooperative Vocational Education Programs and are of the opinion that Part-Time Cooperative Vocational Education Programs approved by the State Board of Education involving work done by minors between the ages of 16 and 18 would come within the above exemption. However, each type of cooperative program, i.e. agricultural, trade and industrial, business or distributive occupations, shall be conducted according to a State Plan approved by the State Board of Education.

The reference in the statute to work done by pupils in public or private schools should not be restricted to meaning work physically done in a school building. The purpose of the Child Labor Act, as evidenced by the exclusion, was not to preclude necessary training in the various fields listed. When a course of instruction is approved by the State Department of Education, the Act should not be used as a means of prohibiting this.

It is understood that the Vocational Division will advise the Wage and Hour Bureau of each school district registered with the Vocational Division which has been granted approval to conduct a Part-Time Cooperative Vocational Education Program.

- C O P Y -

STATE OF NEW JERSEY
DEPARTMENT OF LABOR AND INDUSTRY
RAYMOND F. MALE, COMMISSIONER
JOHN FITCH PLAZA
TRENTON, NEW JERSEY

March 26, 1965

The March, 1962 memorandum to Dr. Jochen interpreting the application of the "Hazardous Occupations" provisions of the New Jersey Child Labor Law to student trainees in State Department of Education approval co-op programs is a correct statement of the Department of Labor and Industry's position in the matter.

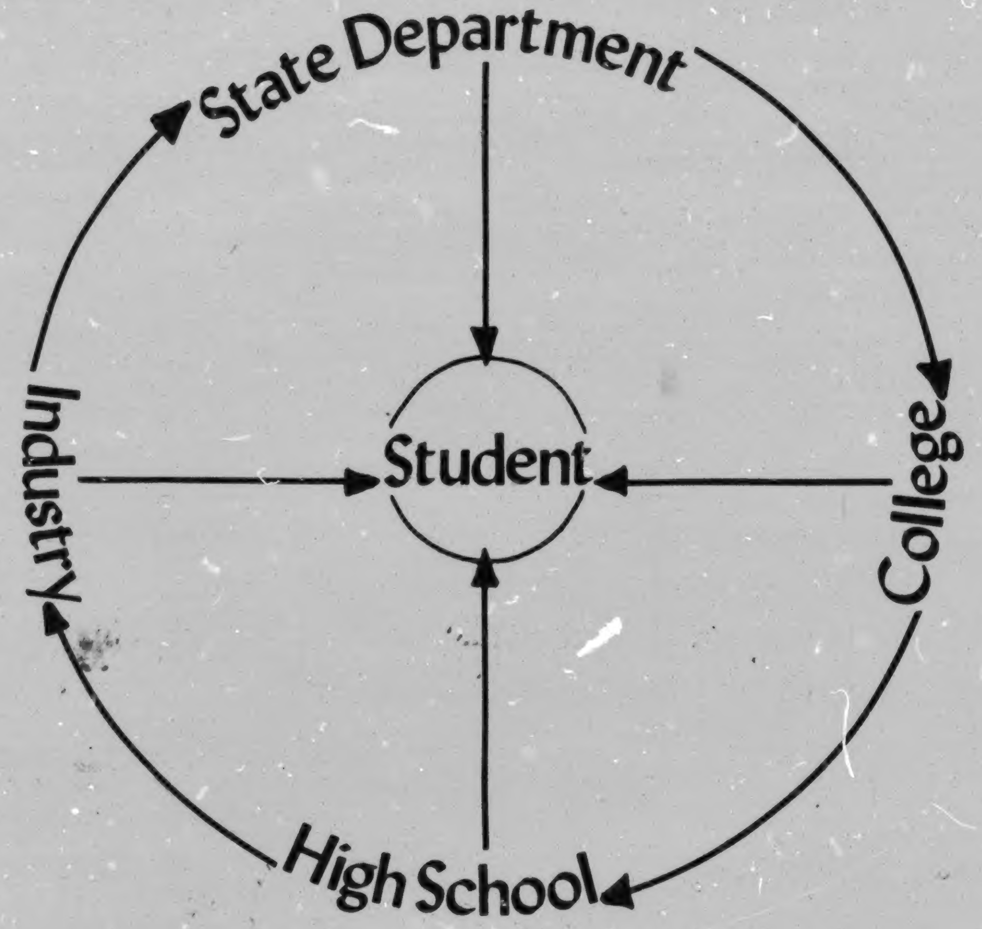
It is the duty of the Department of Labor and Industry to enforce the provisions of the Child Labor Law and to make complaints against persons violating its provisions. We also are authorized to adopt rules, regulations, and interpret to some extent the manner in which the Act is to be administered.

N.J.S.A. 34:2-21.17 exempts from the hazardous occupations section work done by pupils in public or private schools of New Jersey under the supervision and instruction of officers or teachers of such organizations or schools. In administering the law, we have adopted the position that schools are not merely school buildings but include also human elements and approved and authorized programs of learning whether carried on inside or outside of school buildings. To interpret that a school is merely a premises of brick and mortar is ridiculous. This line of reasoning would make the Superintendent of Schools a maintenance man and the School Teacher a candidate for I know not what.

The double award provision in the Workmen's Compensation Law is applicable only in the instance of a youngster being employed in violation of the labor laws. The double part of an award is not payable by an insurance company - it is paid out of the employer's own pocket. However, this double award provision cannot be properly applicable by reason of hazard occupations section of the Child Labor Law (34:2-21.17) to a youngster in a school program approved by the State Department of Education. (Because the youngster would not be employed in violation of Section 34:2-21.17)

The apprehension of the insurance carriers you mention is something I cannot cope with, other than by emphasizing that the Child Labor Law is administered and enforced by the Department of Labor and Industry and not the insurance carriers.

William J. Clark
Director, Wage and Hour
Bureau



START WHEELS TURNING

2

GENERAL OBJECTIVES OF THE CIE PROGRAM

The basic objective of the "Part-time Cooperative Industrial Education Program" is to prepare boys and girls for useful employment in occupations of their choice.

This is accomplished by vocational training through cooperation between the school and industrial or business establishments for a group of youths, 16 years of age and over, whose individual employment objectives may differ and whose cooperative agreements provide for legal employment, systematic training on the job, and supplementary instruction in the school.

OBJECTIVES:

1. To improve school adjustment of pupils for whom the traditional curriculum is found to be inadequate.
2. To promote personal and social adjustment of students and to establish emotional stability through a feeling of being engaged in worthwhile activities.
3. To establish good attitudes towards work and to develop good work habits.
4. To afford an added opportunity to gain maturity through the development of self-reliance.

5. To motivate students to appreciate school subject matter and to give meaning to much which has heretofore meant little to certain high school students.

6. To gain an understanding of the American plan of free enterprise and a knowledge of basic economies.

7. To aid in the development of competence in personal financial management and encourage saving for future needs.

8. To teach an awareness of the need for good grooming, personality growth, proper attitudes and the ability to work with others.

More specifically, the objectives of this kind of vocational training are:

1. To make the trainee financially self-sustaining. In learning a skilled trade, the student becomes less affected by such things as lay-offs, industry shifts, seasonal employment, poor working conditions and low pay.

2. To develop a sense of self-respect in the student. Since a student-learner has a goal, his high school education takes on a new meaning - his diploma is no longer a passport to nowhere. He is led to improvement in his bearing, his grooming and his general attitude toward school, people and the world.

3. To curtail failures and eventual drop-outs. To remain eligible for on-the-job training the student-learner must maintain passing grades in his school work. Moreover, since he is moving along parallel paths simultaneously, he knows that cutting one path short must terminate the second.

4. To take care of a need for certain skilled craftsmen in the community. Since placement in work stations is based on a vocational survey of the community, student-trainees are placed in an area of more or less critical shortages.

5. To help students, who plan to "go to work" on completion of high school, make the transition from school to the full-time job.

6. To help build a bridge of understanding, joining school, industry and labor in the common goal of making better prepared citizens for our nation's vital labor force.

3

THE COORDINATOR

The teacher-coordinator is the key to the success or failure of one part-time cooperative vocational education program. He is deeply involved with every facet of the program. He is the link between the school and the local employers -- the school and the local labor movement -- the school and the community at large. The nature of his work makes the coordinator the link that joins all these areas of community life.

At various times the teacher-coordinator is a teacher, a vocational counselor, an employment agent, a public relations counselor, a training expert and a supervisor-liaison officer. He must have a genuine interest in people and know how to work with them.

Some idea of the need for training, education and versatility may be gleaned from the following list of duties performed by a teacher-coordinator:

1. Organize and assist in conducting community resources surveys.
2. Determine vocational interests and needs of students.
3. Study and evaluate school curricula.
4. Prepare a plan for student recruitment and selection.
5. Study and evaluate local industry for participation.
6. Canvass prospective training establishments.
7. Interview employers and training personnel.
8. Develop criteria for appropriate kinds of training.

9. Develop training outlines cooperatively with employers.
10. Supervise trainees and training on-the-job.
11. Collect and interpret employers' reports of trainee progress.
12. Establish a system of records for student evaluation and reports.
13. Plan classroom facilities.
14. Collect and organize materials for related instructions.
15. Provide vocational counseling for all students, including drop-outs and graduates.
16. Assist in organizing advisory committees.
17. Prepare agendas and preside at meeting of advisory committees.
18. Organize and carry on a continuing program of community relations and "program" recognition.
19. Establish rapport and program recognition with school administration and faculty.
20. Prepare periodic reports.

In view of the formidable list above, it must be recognized that the teacher-coordinator should have outstanding qualifications. He must have skills in administration and in supervision and counseling, as well as in teaching. He must be an individual with the ability to maintain effective relationships with: employers in various fields, labor leaders, politicians, school administrators, faculty, parents of trainees and students. He must be able to work with all these people and secure their cooperation and support. Above all, he needs to be a versatile, talented, understanding and very humane teacher, with the ability to adapt to many changing roles and situations. Following is a statement of the requirements for the necessary certification:

VOCATIONAL - TECHNICAL

Coordinator: Cooperative Industrial Education Programs

Effective March 2, 1966

(Replaces the Coordinator: Work Study Programs Certificate Previously Issued)

AUTHORIZATION. This certificate is required for the position of teacher and coordinator of part-time cooperative vocational education in skilled trade, industrial and/or service occupations. The certificate entitles the holder to teach related vocational subjects in such classes and to act as coordinator between school and industry.

REQUIREMENTS FOR THE CERTIFICATE

I. A standard teaching certificate in any field.

II . Successful Completion of one of the following:

  A. Three years of teaching under a certificate in vocational education or industrial arts plus one year of approved occupational experience.

  OR

  B. The combination of an approved bachelor's degree, two years of teaching experience and two years of occupational experience approved by the Division of Vocational Education of the State Department of Education.

III. A program of college studies including one of the following:

  A. A college curriculum approved by the New Jersey State Department of Education as the basis for issuing this certificate.

  OR

  B. A program of college studies including at least one course in each of the following areas:

    1. Principles and philosophies of vocational-technical education.
    2. Problems in organizing and teaching cooperative industrial education programs.
    3. Curriculum construction in vocational-technical education
    4. Vocational guidance.

THE COORDINATOR

STUDENT - PRINCIPAL - EMPLOYER

COORDINATOR'S ANNUAL REPORT

Open communication involving the coordinator, the administration and the faculty is one of the major strong points for maintaining a viable program. It is strongly suggested that the coordinator submit periodic reports explaining all the vital program data and the pertinent information regarding the CIE program.

An annual requirement for the coordinator is the report on program operation for the school year which is forwarded by the Department of Education, Division of Vocational Education to all coordinators throughout the State. The information extracted from these reports is compiled and forwarded to each coordinator. The format for these reports to the State Department may vary from year to year. We have included a sample Annual Report at the end of this unit.

SAMPLE
ANNUAL REPORT
COOPERATIVE EDUCATION PROGRAM

I. General:

The program generally was very successful in that it was instrumental in keeping several potential drop-outs in school and in that it was directly instrumental in improving the academic achievement of many of the students participating.

While not an innovation, the program became more involved with the students in the Special Education Program. Details of this involvement will be set forth in detail in the body of this report.

II. Number of students in the program:

	11th grade	12th grade	Spec. Ed.
Boys	10	7	1
Girls	2	5	2

III. New Training Stations:

Western Union, Martin-Gebhardt and Dipaolo, Bergen Boulevard Amoco, George Washington Bridge Shell, Dr. Scult, A. Lichenstein, White Way Auto Parts, The Record.

Training by Occupations:

See attached report to N.J. Department of Education.

IV. Visits to Training Establishments, Parent Conferneces, etc:

See attached report to N.J. Department of Education.

V. Special Accomplishments:

N.J. Department of Education Industrial Training Unit trailer for training of Special Education students.

Placement of three Special Ed. students at Faberge.

Involved Local Manufacturers Association in Special Ed. Project.

Invitation to participate in one week work shop at the New Jersey Bell Telephone Company.

Formal Quantitative study of effect of C.I.E. on the academic achievement of non-college bound students. A copy of the results of the study are attached.

IV. Conclusions:

Another successful year. Recommendations are contained in the last chapter of the study attached.

CIE-469F

Program: 1

FOLLOW-UP DATA
COOPERATIVE INDUSTRIAL EDUCATION PROGRAMS

SCHOOL ______________________ COORDINATOR ______________________

GRADUATED CLASS OF	Number of Graduated		Number not Available for Employment							No. Working for Orig. Employer		No. Working in Similar Job		No. Working in Different Field		UNEMPLOYED
	BOYS	GIRLS	Armed Forces	College	Housewife	Deceased	Other School	Tech. School	Other (Explain)	Working for Original Employer but not Apprenticed	Apprenticed	Working in Similar Job but not Apprenticed	Apprenticeship	Working in Different Field but not Apprenticed	Apprenticeship	
1963	8	0	0	0						0	0	6	0	2		0
1964	19	0	2							4		5		8		0
1965	14	1	4	1				2		4		2		2		0
1966	14	4	5					3		9		1		0		0
1967	9	6	6					3		5		1		0		0
1968	7	3	2	1				1		3		2		1		0
End of School Year - Class of June, 1969	7	5	0	2				2		5		3		0		0

ATTACH ANY ADDITIONAL INFORMATION WHICH MAY BE PERTINENT, NEWSOAPER ARTICLES, SUCCESS STORIES, SNAPSHOTS.

469R-2 Program: 1

SCHOOL ______________________________

COORDINATOR ______________________________

		Grade 9	Grade 10	Grade 11	Grade 1	Spec
Total Number of Students in Cooperative Industrial Education	M	0	0	10	7	1
	F	0	0	2	5	2
TOTAL		0	0	12	12	2
Number of Students who have dropped out of class but remained in school	M	0	0	1	1	
	F	0	0	0	1	
TOTAL		0	0	1	2	0
Number of Students enrolled in class who have dropped out of school	M	0	0	0	0	
	F	0	0	0	1	
TOTAL		0	0	0	1	0

Number of potential dropouts who enrolled in Cooperative Industrial Education and stayed in school--------------- 2

Number of Cooperative Industrial Education Senior Students in class until June, 1969 who did not graduate------------ 0

Number of periods related class was in session------------ 400

Number of parent conferences------------------------------ 31

Number of plant visits for placement and supervision------ 364

Number of Advisory Committee* meetings-------------------- 2

Number of promotional or civic meetings------------------- 17

Total school enrollment----------------------------------- Boys 343
Girls 287

Does your school provide other cooperative programs?

Please check:

Distributive Education ☐ Home Economics ☐ Office Occupations ☐

Please enclose a copy of your employer's report form.

---

* Name, position and address of Advisory Committee members.

THIS SHEET SHOULD BE DUPLICATED FOR EACH PROGRAM

CIE-469R

Must be submitted by June 6, 1969

YEAR END REPORT
COOPERATIVE INDUSTRIAL EDUCATION PROGRAMS

SEND TO: Mr. Thomas F. McNulty, Supervisor
Cooperative Industrial Education
Division of Vocational Education

DATE ____________________

DISTRICT ____________________ SCHOOL ____________________

COUNTY ____________ COORDINATORS SIGNATURE ____________________

Minutes per week Related Class ________ Total hours Related Class (Year) ________

PRINT OR TYPE

Program: 1 2 3
(CIRCLE ONE)

Boys   Girls (list separately)

IF DISADVANTAGED MARK D in Special Needs Column
IF HANDICAPPED MARK H in Special Needs Column

* SPECIAL NEEDS	STUDENT'S NAME	GRADE	AGE	Total Hours on job	OCCUPATION	** O.E. CODE NUMBER	NAME OF EMPLOYER	Average rate per hour		TOTAL EARNINGS
			TOTAL						TOTAL	

* Please Refer To Special Needs Definition

** DO NOT use D. O. T. Numbers use O. E. Numbers

4

GETTING THE CIE PROGRAM STARTED

One of the primary responsibilities of a C.I.E. coordinator is knowing how to properly establish a viable program in order that it will accomplish all of the objectives outlined in previous chapters. To be sure, this will not be an easy task and the coordinator must be prepared to expend an enormous amount of time and energy to achieve a successful implementation of this major endeavor. In addition, he must be capable of working closely with, and utilizing the talents of, various groups of people such as: parents, businessmen, educators, etc.

It is important to note here that the groundwork in laying the foundation might very well determine the degree of success or failure of the program at a later time. In fact, those programs that have not made use of a systematic approach, although potentially excellent, have never been able to reach the status they deserve.

A. Know the Community - By the very nature of this kind of program, determining its needs is a necessary early step in organization. It is essential to determine the number of potential training establishments and the local needs for personnel.

The desired information can be gathered in several ways:

1. Direct contact with employer.
2. Questionnaire by mail or in-person.
3. Interview business groups and labor unions.

4. Talk with service clubs, banks, and utilities companies.
5. Prepare news releases.

During the course of such a survey, secure answers to pertinent questions such as:

1. What fields of work are available for cooperative training?
2. What are immediate and near future job opportunities?
3. What are general business conditions in the community?
4. How will anticipated changes in technology affect the local job market?

B. Know the Student Body - The cooperative program is designed especially to meet the needs of students. To this end it is vital to be familiar with all kinds of information concerning the students:

1. Student's general educational and vocational goals.
2. Student's general academic achievement.
3. Social-economic status of parents.
4. Student's interest in vocational training.
5. Student's avocational interests.
6. Student's attitudinal development.

C. Know the Total School Program - It is important to know the total program in order to understand how the Co-op program fits in.

A school's total curriculum program can usually be found in a Curriculum Guide form. A copy of the most recent Curriculum Guide should be available in the school's Guidance Office. This Curriculum Guide is most necessary for the proper guidance and scheduling of the student body. The Guide may also contain the statement of philosophy for the operation of your particular secondary school and the goals it wishes to achieve.

The departmental placement, credits assigned, course descriptions and the student population to be served, are all clues to the Coordinator about the school's philosophy of operation and importance of the C.I.E. Program in his school.

A total school program also includes the extra curricular activities such as clubs, sports, community involvement programs and the operational structure of the local secondary school P.T.A. The Coordinator may find that the average C.I.E. student is basically a non-participant in such extra-curricular activities even though a thorough and adequate program is available.

General faculty attitudes towards Cooperative Industrial Education are not easy to ascertain and may change as individual teachers or departmental groups of teachers react to "those Co-op Students" or to "that Coordinator". Equally important is a thorough familiarity with the attitudes of the faculty toward the Co-op effort. Faculty members who believe in this kind of education can, and will, be most helpful.

TYPES OF C.I.E. PROGRAMS

TYPES OF COOPERATIVE INDUSTRIAL EDUCATION PROGRAMS:

I. Type I (Cooperative Trade Occupations)

Trade Characteristics

- Requires a minimum 3 year learning period
- Highly skilled
- Apprenticeship
- Post secondary training necessary

Student Characteristics

- Highly developed degree of mental ability and manipulative skill

II. Type II (Cooperative Industrial Occupations)

DISADVANTAGED persons means persons who have academic, socio-economic, cultural or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason required specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency. or cultural or linquistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

1. Students to be in the program are, or will be, identified as educationally disadvantaged according to criteria outlined below.

*1. Poor Achievement Grades (Previous Year)
2. Two Years Below Grade Level in Reading
**3. Poor Attendance Record (Previous Year)
4. Two Grades Below Proper Grade for Age
5. Poor Ability to Use English Language
6. Other Evidence of Failure or Factors that Prevent Pupils from Succeeding in Regular Vocational Programs.

* Failing or Near Failing Grades ("F" or "D")
** Unexcused Absences or Tardiness

III. Type III (Cooperative Employment Orientation)

HANDICAPPED PERSONS MEANS MENTALLY retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

For further state classification on handicapped students refer to the "Rules and Regulations" pursuant to Title 18A, Chapter 46, New Jersey Statutes, (June 24, 1970, Title 8, Chapter 28, New Jersey Administrative Code.)

5

WHO PARTICIPATES

Function of the school:

1. Administer program (coordinator).
2. Supply student-learners.
3. Provide general education.
4. Supply classroom and other teaching materials.
5. Provide special services.

Since this is a cooperative effort, we must consider the contributions and benefits of each participating group. Fortunately this is not a one-way street. Each group that contributes to the program receives benefits therefrom. As usual the value of the benefits of the project to each is in direct proportion to the contribution.

The School Contributes:

1. Personnel to administer the program.
    a. Coordinator
    b. Teachers of regular courses
    c. Secretary
2. Student-Learners
3. Physical Facilities
    a. Classroom
    b. Books and Supplies
    c. Office for coordinator
4. Special Services
    a. Guidance Department
    b. School psychologist
    c. School doctor and nurse

5. General Education

Industry Contributes:

1. The training station and facilities
2. Skilled training personnel
3. Pay for trainees' work
4. Records
    a. Attendance
    b. Achievement

Labor Unions Contribute:

1. Assistance in placement of trainees
2. General advice and assistance

In addition, each of the above participants is represented on the Joint Advisory Committee whose function will be explained in the chapter on advisory committees.

Program Values:

Paid on-the-job training may be the most valuable kind of vocational education, provided it is accompanied by skilled and close supervision, guidance and adequate related instruction. By offering an attainable, within sight occupational objective, the plan of alternating work and study has motivated many students to make better progress in school while developing competence on the job.

The success of the Co-op system of vocational education lies in its real and valuable service to the student, the school, the employer and the community at large.

The coordinator must be fully aware of the many ways in which the program serves the entire community and he should be certain that these benefits are generally known and understood.

Values to the School:

1. The school's vocational training program is enriched with minimum expense.
2. Equipment and facilities beyond the financial reach of the school become part of the school program.
3. The skills and experience of experts outside the school are coordinated in the training of student-learners.
4. By close contact with industry the school's vocational education and industrial arts programs are kept up-to-date.
5. Guidance counselors are in touch with the changing scene.

6. Potential "drop-outs" who see "no point" in school are most likely to complete high school education.
7. Through its public relations efforts, the Co-op program demonstrates to the public the concept of education as a "practical" and community-wide service as well as responsibility.

Values to the Student:

1. The student is motivated to greater classroom effort by having his school work related to his on-the-job training. His high school program has meaning for him. With a "practical" goal he is more likely to complete his training. The school's curriculum could be improved by consultation with the employer.
2. "Down to earth" vocational guidance is available over an extended period of time.
3. The student gets a good start toward a "trade" before being "let out" on his own.
4. Industry cooperates in the transition and adjustment from "the theoretical world of the student" to the "real world" of the worker.
5. The student's self-respect is boosted. This leads to an improvement in his grooming, his speech, his bearing, his attitude towards himself and others.
6. Job placement service is available.

Values to the Employer:

1. The employer has access to the employment of local people - trained by his plant to work "his way".
2. The Co-op Program's regular testing and screening of trainees helps the employer obtain qualified people.
3. The school influence during the transitional period "saves" good trainees who might otherwise never be employed by industry.
4. The employer is assisted in job analysis.
5. Related school instruction provides an enriched training program.
6. Industry is given an opportunity to do something positive about the "juvenile problem".
7. The public relations value of this community service is inestimable.

8. School supervision and guidance, coupled with employer recommendations, provides for the development of reliable employees.

Value to the Community:

1. By making worthwhile, self-sustaining citizens of potential "problems", the Co-op program helps reduce the number of poorly-trained, ill-adjusted young people who might spell "trouble" for the community, particularly during the summer period.
2. Local people are trained for local industry to earn money that is spent locally.
3. Improved community-school relationships are developed.

Selection of Candidates

6

SELECTION OF TRAINEES

The process of choosing students to participate in the C.I.E. Program must be governed by one simple question - "How can those responsible for the students' education best serve them?"

The recruiting program should, therefore, be most comprehensive involving all appropriate school personnel. With the entire student body (in some cases, including "College Preps" students) as a potential source of supply, a screening method must be employed. This method must, in turn, be positive - screening IN not OUT. This is taken to mean that the entire student body should be considered, and every effort should be exerted to enroll those students whose educational objective can be best served in a C.I.E. Program. The Cooperative Industrial Education Program is one of the most relevant avenues for helping the student to become aware of his/her responsibilities in the world of work. The program's value and highlights should be made known to both students and parents prior to receiving student applications for participation in the following school year program.

The coordinator can use several channels of communication for presenting the C.I.E. story, such as:

Talks to individual classes
School Assemblies
School Newspaper
Faculty Bulletins

Posters
P.T. A. Meetings
Meeting with guidance counselors
Slide presentations

The recruiting program should be a continuing one to insure potential candidates for the coming year's program and encourage students to investigate the programs as a possible means in helping them to achieve their career objectives.

It should be standard operating procedure to have the application completed before the first interview and make it a permanent part of the student's file. Application forms should be easily available to all interested students.

A student application should include the following information:

. Name, address, home phone number
. School grade and homeroom
. Age, height, weight
. Physical limitations
. Driver's license, car available for transportation
. Extra-curricular activities
. Father's name, occupation, where employed
. Mother's name, occupation, where employed
. Student's occupational interest
. Previous employment, kind of work, where?
. Hobbies
. References
. Signed by student
. Approved by parent

A perusal of the applicant's records in the Guidance Office may save a great deal of time. Insufficient credits for grade level will eliminate some. Other information like "chronic failure" and makeup, subjects passed (grade), subjects failed, course changes and test results, plus attendance records, and teachers' personal rating of student, together with the information contained in the application, serve as the basis for the first interview. This may also be an opportunity to get an unprepared "off the cuff" opinion from the guidance counselor. It is important to remember that valuable interview time should not be wasted seeking information that can be obtained through other sources.

When the coordinator has gathered the information above, he is ready for his first student interview. This conference will have great bearing on the ultimate selection. Here the student makes his first impression, so the coordinator must be prepared in advance. Before the interview, the coordinator must:

- Be informed about the applicant
- Know what he wants from the interview
- Provide for privacy
- Schedule adequate time

Since many students approach any conference with a staff member shyly and with some feeling of trepidation, the coordinator should first put the student at ease. Be friendly but professional - not "palsy walsy". One good technique is to give information first - talk about the program and its aims - or talk about other school matters of mutual interest.

When the student's confidence has been gained and rapport established, the Coordinator will have no problem getting to the "meat" of the interview. This is the time to inform the student of his responsibilities in the Co-op program.

There is no better way to measure the value of a Co-op program than by the performance of the student-trainees and the level of success they achieve. Selection of the right student for the right job is the cornerstone on which program success depends.

There are two basic criteria for the selection of a Co-op trainee.

- The student must be able to benefit from the training.
- The student must be desirous of receiving training.

To determine an applicant's capability, the Coordinator must go to school records since these will reveal not only academic achievement but also the student's capacity to learn. To make a fair judgment regarding an applicant's desire for training, the Coordinator must further review the following:

- Faculty Questionnaire - for information regarding attitude, capacity, responsibility, initiative, etc.
- School administration - for records of attendance, tardiness, discipline, etc.
- Guidance Department - for test records, personality and aptitude, vocational aims, courses completed, etc.

It is the Coordinator's responsibility to make the final judgment regarding the occupational fitness of applicants. Since his decision will have far-reaching affects on the applicant, the Coordinator must be as objective as possible. Intuition, "hunches", "accepting a challenge", "every kid deserves a chance" cannot be completely eliminated from consideration, but the complete program and its value to all concerned must be the primary concern.

To be certain that all possible pertinent information concerning a candidate is collected, the Coordinator might follow a routine using a check list such as:

- Application completed
- Guidance Department information
- First student interview - (aims and standards, occupational interest)
- Parent conference
- Faculty information
- General Apptitude Test Battery
- Select a Committee to help evaluate candidates.
- Second student conference - match student and "station"
- Prepare student for interview

The student application form is an excellent source of data. It confirms many kinds of personal background information that may be of valuable assistance many times during the selection of trainees and during the training period.

As a representative of the school in industry, the student is under closer public scrutiny than the school's star half-back. He must keep himself well-groomed; be regular in attendance and punctual; be interested in his work and demonstrate it; remember his responsibilities to himself, his employer, and his school.

This first interview is the time to examine the applicant's occupational interest. Success on the job may depend on:

- The student's reason for wanting this type of work.
- Pre-knowledge of what the job entails.
- Preparation (school work) for the job.
- Capacity to handle the work.
- The market for the "Trade".
- A knowledge of the chances of "making a good living" in the trade.

When an applicant comes to his conference with a specific "grade" or even a broad "trade area" in mind he enjoys a "head start". From this occupational objective, regardless of how indefinite or far-fetched, the applicant can be led into a realistic choice of training. It must be remembered that the applicant's desires are considered in the light of aptitude test results and other exploratory findings. A very large factor to be weighed at this time is the applicant's enthusiasm for the kind of work he has chosen.

The C.I.E. Program represents one spoke in the wheel of programs that are offered in the realm of public education. In order to conduct a program that is truly meaningful in satisfying student needs, the following plan should be adopted:

Elementary School Level

A. Technology for Children, a program that exposes youngsters, as well as teachers, to all of the world of work. This program is offered in grades 1 to 6.

Junior High School Level

A. Introduction to Vocations, a detailed exposure to the various careers that are available in the world of work. The program could be offered in grades 7 to 9.

B. Employment Orientation Program, a program that allows students, who are not yet old enough to participate in regular cooperative education programs, to receive training within the confines of the school building.

C. WECEP (Work Experience Career Exploration) available to youngsters between the ages of 14 and 15. This program permits the youngster to receive actual on-the-job training at an early age. (1/2 day school - 1/2 day work)

High School Level

A. Co-op Programs
    CIE (Cooperative Industrial Education)
    DE (Distributive Education)
    COE (Cooperative Office Education)
    Home Economics
    Health Careers

Many applicants will come to the first interview with no occupational goal. They feel the work-study program is just what they want but they have no idea of what they want to do. (THIS WILL HAPPEN MORE OFTEN WHEN THE RECRUITING PROGRAM IS NOT WELL ORGANIZED OR COMPLETE).

At this point the Coordinator must refrain from "telling" the applicant what he should do just because there is a "spot" open that the Coordinator would like to fill. THE RIGHT MAN FOR THE RIGHT JOB! Obviously the "no idea" applicant may be on the right track in wanting the Co-op program, but he is not ready to go. He is in need of vocational counseling. It is the Coordinator's responsibility to see that he gets it. NOTE: THE FIRST STUDENT INTERVIEW SHOULD BE SCHEDULED EARLY ENOUGH TO ALLOW TIME FOR VOCATIONAL COUNSELING AS REQUIRED.

The Parent Conference

Sometime before an applicant for training is finally approved for the program, it is important to consult the parents. This should be done at the school with attention paid to atmosphere, adequate time and privacy. This is a very important conference to the parent -- his child's future is involved - and it should be treated accordingly.

The parent conference gives the Coordinator an opportunity to explain the objectives of the program to the parents while he checks for information pertaining to the student's home life. Every parent should be a "booster" for the work-study plan. One should not assume that an applicant has parental approval for the program or for his choice of an occupation.

Faculty Appraisal of Applicant

Some very important qualifications of applicants, such as attitudes, reaction to authority, social standing with peers, etc. can rarely be established through applications, personal interviews or parents' opinions. This is the kind of information that can best be obtained from qualified people who have had contact with the applicant - his teachers, past and present, his principals, counselors, and employers. To provide for answers to the same questions from all, and for a permanent record, a standard form can be used. A word of caution - this information is valuable only when it is collected from many sources. No single opinion should be the decisive factor in selecting students for the program.

GENERAL APTITUDE TEST BATTERY - New Jersey Division of Employment Security

At some point, during the time that all the foregoing data is being collected, the Coordinator should arrange for his applicants to take the GATB which is administered and interpreted by local offices of the New Jersey Division of Employment Security. In districts where this is not possible because of lack of facilities at the local New Jersey Division office, comparable tests may be used by the school guidance office.

The Faculty Committee

As a last screen before final selection, the Coordinator should meet with a committee composed of the school principal, assistant principal (where there is one), the guidance counselor and a faculty representative. This procedure is especially helpful when the coordinator "comes down to the wire" with more good applicants than he can use at the time. This committee is most helpful in assessing in a tight situation, which of several students would benefit most in a work-study situation. It can also determine which students might be able to use the program because it will "save" them, i.e. it will help to prevent some students from "dropping out". Those students must also be considered who will enhance the program.

Since selection of "proper" student-trainees is of paramount importance, the coordinator should take full advantage of any source of information. However, since he must accept the responsibility for the program's effectiveness, the coordinator should make the final decision on each applicant.

COOPERATIVE EDUCATION PROGRAMS
"Suggested"

Student Application

Occupational Choices:

1 ____________________

2 ____________________

Please Print or Type:

Guidance Counselor ____________

Date ________ Homeroom ________ Grade _____ Teacher ____________

Name ______________________________________ Sex M _____ / F _____
Last First Initial

Home Address ______________________________ Tel. No. ____________

Age ________ Height __________ Weight __________ Birth Date ____________
Month Day Year

Father's Name ______________________________ Occupation ____________

Mother's Name ______________________________ Occupation ____________

With whom do you live? (Check one of the following)

Father and Mother _____ Father _____ Mother _____ Guardian _____

Circle condition of your health: Excellent Above Average Average Below Average

Family Doctor ______________________________ Tel. No. ____________

Explain any known physical defects ______________________________

What is your career objective after high school? ____________________

Do you plan to attend college? ______ Post Graduate School? ______

If so, what do you plan to study? ______________________________

List any subjects you have taken (with grade level) in Business Education, Home Economics Education, Industrial Arts Education, Engineering Drawing, Art and Science:

Course	Teacher	Grade

CHARACTER REFERENCES: List three (3) High School Teachers

1.__________________ 2.__________________ 3. __________________

Previous Work Experience

Kind of Work	Employer	How Long (Months)

What subjects have you failed and not made-up? __________________

Have you had working papers? ______ Social Security No. ______________

Do you have a driver's license? ______ Own Car? ______ Insured? ________

If you do not drive, how do you plan getting to and from work? __________

____

What are your hobbies? ____________________________

To what school organizations do you belong? __________________

In what sports have you participated? ____________________

Where can you be reached during the summer? __________________

ADDRESS

____

________________________ ________________________

PARENT'S SIGNATURE STUDENT'S SIGNATURE

On the back of this page write (do not print) why you are interested in applying for a Cooperative Education Program.

DO NOT WRITE BELOW THIS LINE

---

Counselor Recommendation: ____________________________

____

____

____

____

____

Dear ____________________:

Your son or daughter is a possible candidate for the Cooperative Industrial Education Program at this school, therefore, we would like to bring you up to date on what the program offers.

Students who are not in the College Preparatory Program may be enrolled in the Cooperative Program, and:

1. Spend 1/2 of each school day in school, attending regular classes, and spend the other 1/2 of the school day working in industry learning a SKILLED TRADE.
2. Receive 15 credits each year toward graduation for participation in the program. These credits are accepted by some colleges and by all technical schools, should the student desire to further his formal education beyond high school.
3. Be paid a reasonable wage while working "on-the-job".
4. Make the change from school to the "World of Work" with direction and guidance.

This program is designed to give real meaning to high school students who are likely to go directly from school to a job. Years of successful operation show that graduates of the Co-op Program are upgraded in jobs or get better jobs. Moreover, through the Co-op Program, a fair number of students come to realize that formal education is important for success in many fields and many then go on for further schooling.

If you should have any question at all concerning this program or your child's participation in it, please call me at school.

Very truly yours,

__________________, Coordinator
Cooperative Education Program

COOPERATIVE EDUCATION PROGRAMS

Teacher's Reference

______________________ Date______________________
(Teacher's Name)

______________________ has made application for ______________________
(Student's Name) (Occupation)

training in the Part-Time Cooperative Education Program. Will you please help us by completing this form and then returning it to me? This information will be kept confidential.

Considering all necessary qualifications for working and all personal characteristics essential for success:

1. What, in your opinion, is the student's major interest? ______________________
____
2. Do you feel that the above named student deserves a good recommendation from our school? ______________________
3. If you were the employer, would you want to employ this student and teach him/her a trade? ______________________
4. How would you rate his/her personal traits?

	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	DO YOU WISH TO ADD ANY COMMENTS?
COOPERATIVENESS						
PROMPTNESS						
DEPENDABILITY						
ATTENDANCE						
NEATNESS						
INITIATIVE						
INDUSTRIOUSNESS						
AMBITION						
LEADERSHIP						
INTELLIGENCE						
RECEPTIVENESS						

Please return to my mailbox by ______________________. Thank you for your evaluation.

______________________ Coordinator

Legal Requirements

7

LEGAL RESPONSIBILIES

Introduction

The beginning teacher-coordinator may not be acquainted with all the legal requirements regarding the employment and training of student-learners. Due to the legal complications, however, involved in Co-op programs, it is absolutely essential that the Coordinator become thoroughly familiar with, and operate in conformity with, federal, state, and local laws and regulations.

The Coordinator of a C.I.E. program must understand thoroughly all laws and regulations that pertain to the employment of minors, especially those under his charge. He should know the source of information on all legal matters and should maintain a complete file of publications that include these laws and their interpretations.

The following information presents a capsule review of each significant area that a C.I.E. Coordinator must be familiar with:

Working Papers

Working papers are necessary for every child under 18 years of age. This is a state law and it was instituted to insure that young children will not be exploited in the world of labor. Each state has its own rules and regulations and it is very important that the coordinator abide by his own state laws.

The following points should be discussed with the student-learners:

- Why we need working papers?
- How to get working papers?
- Types of working papers available?
- Cooperative Industrial Education requirements.

Types of working papers available:

- Agriculture Permit - For those working on farms, in greenhouses, etc. Students must be 12 years old for this permit.
- Special Street Trades Permit - For those working as newspaper delivery boys-student must be 12 years of age up to 15.
- Vacation Certificate - For students aged 14 - 18 working in stores, amusement areas, offices, etc. Limitations - not more than 8 hours a day on a school day. The 8 hours must include the combination of school and work. Not more than 40 hours a week. Not more than 6 days a week. Not before 7 a.m. not after 6 p.m. if under 16 years of age.

The following represents the steps that should be followed in securing working papers:

1. When a student-learner, who is under 18 years of age, is promised a job he obtains a "Promise of Employment" from the Coordinator.
2. The Promise of Employment is stamped and properly labelled by the Coordinator before it leaves his office.

   In April, 1970, a T-letter directed all coordinators henceforth to list the work station approval number, as well as the program, school, coordinator's name and telephone number on all future promise of employment papers. Failure to do this may result in disapproval of some working papers by the State Department of Labor. (See sample copy at the end of this unit).
3. After the Promise of Employment is completed and signed by the employer, it is returned to the Coordinator for review.
4. After the Coordinator has checked for errors, he returns it to the student-learner who in turn presents it to the issuing officer. If the student-learner has not been issued working papers before, he will also have to present his birth certificate together with the Promise of Employment to the issuing officer.

5. A physical examination is necessary if the student-learner has not had working papers before. The form for this examination is supplied by the issuing officer and must be completed and signed by the school or family physician.
6. A form must also be signed by the school and one of the student-learner's parents before working papers are issued.
7. After the working papers have been issued they should be forwarded to the Coordinator via the student-learner. One copy should be kept in the student-learner's folder and the original presented to the employer.

It is important to note that a new working certificate is needed every time a minor changes jobs.

NOTE:

A minor must obtain working papers prior to beginning work to ensure that the employers compensation insurance is valid. Should a student become injured on the job prior to securing working papers the employer's compensation insurance will not cover him. Consequently, the employer may have to make a double settlement out of his own pocket. The Coordinator who knowlingly allows a student without working papers to attend the job will be placing himself, the school and the employer in possible financial jeopardy.

A more detailed description on Working Paper Insurance is found at the end of this unit.

Wages

At the present time, there is no set minimum wage for C.I.E. students in the State of New Jersey. However, no student-learner should be allowed to work for less than the fixed minimum wage at that point in time. Presently, the federal minimum wage is $1.60 and the state minimum wage is $1.75. Since these wages are subject to change, the Coordinator should keep abreast of the latest bulletins from the Federal and State Departments of Labor. (Federal minimum wage applies to those industries engaged in interstate commerce).

Taxes

All student-learners whose salaries exceed I.R.S. base salary within a given year are required to pay federal revenue taxes. Those student-learners whose salaries fall under this amount are eligible to collect their entire contribution to federal witholding as indicated on the W-2 form.

If it is possible for the Coordinator to determine that a student-learner salary will not exceed I.R.S. Base Salary in a given year, he should advise the employer to fill in a W-4 form permit for that particular student-learner. A W-4 form permits the employer to give the student-learner his hourly rate without any deduction for federal witholding.

Since this is a highly technical subject the Coordinator should contact the nearest Internal Revenue field office for additional information.

Hours of Employment

All Cooperative Industrial Education students, regardless of age, are subject to the same daily starting and quitting time and total number of hours.

Under normal circumstances, the earliest a student may begin employment is 7:00 a.m. for those students working in the morning and attending school in the afternoon or those working on a week-about program. The latest any student is to be employed is 6:00.

On days when school is in session, a student enrolled in a half day program is to work a minimum of 3 hours and a maximum of 4 hours each day. On days when school is not in session and on Saturday a student may work 8 hours. Those enrolled in a week-about, may work a total of 40 hours on alternate weeks.

If a coordinator or any other school personnel desires an exception to the established regulation a request must be submitted in writing to the state director or supervisor of Cooperative Industrial Education outlining the circumstances surrounding the request. After the necessary written information is furnished, and a subsequent evaluation made, the local district will be notified in writing if an exception to the established regulation has been granted and the training establishment report will be amended accordingly.

Social Security

Every Cooperative Industrial Education student should have a social security card, and only one social security number.

The student should accurately present this number to his employer for income tax purposes. This number may later be used for unemployment benefits and disability benefits.

We should keep in mind that many of our youngsters might marry at early ages, 18-24, and possible survivor benefits would accrue to the wife and children of that marriage in the event of death or disability to the wage earner.

Social Security benefits, therefore, are not solely for the aged. The Social Security Administration states that benefits may be disguised. "If you become disabled before you are 24, you need credit for 1-1/2 years of work in the 3 years before you become disabled."

Subsequently, our young stduent-learners should be aware of this fact. Since they are salaried employees contributing to Social Security, in the event of a tragedy early in their lives, the dependent survivors should contact their nearest Social Security office. Before payments can start, an application must be filed.

Unemployment Insurance

Recent changes in the Unemployment Compensation Law should be brought immediately to the attention of all Cooperative Education Teacher-Coordinators and all Special Education Work Study Teachers in non-profit and public schools.

Effective January 1, 1972 Section 43:21-19 (i) (7) (U) of the New Jersey Unemployment Compensation Law provides:

> "The term "employment" shall not include...service performed by an individual under the age of 22 who is enrolled at a non-profit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full-time program, taken for credit at such institution, which combines academic instructions with work experience, if such service is an integral part of such program, and such institution has so certified to the employer, except that this subparagraph shall not apply to service performed in a program established for or on behalf of an employer or group of employers."

This exact language is also present in the Federal Unemployment Tax Act.

Since employment as a cooperative education student is not "covered employment" under the Law, no deductions should be taken from the student employee's salary and no contributions are payable to either State or Federal agencies. All cooperating employers should be so notified with Form T-190 attached.

NOTE: This directive applies only to Unemployment Compensation or Disability Insurance Contributions. All other deductions and contributions should continue e.g. social security and income tax.

All questions on this matter should be referred to Mr. John R. Wyllie, Director, Bureau of Special Needs and Cooperative Education, Department of Education, 609 - 292-5824.

Workmen's Compensation

All student-learners must be covered by Workmen's Compensation Insurance. The Coordinator should be extremely careful not to place student-learners in training stations where the employees are not covered by workman's compensation.

The employer pays the premiums for such coverage. Personal injury and liability for injury to other workers are covered. Therefore, if a student-learner is injured on the job he should acquire medical treatment immediately. It is important for the injured party to notify the employer as quickly as possible. The amount of payment is determined by the extent of the injury and the loss of time and wages.

Travel Liability

The student-learner is responsible for providing his own transportation to and from the training station. However, if it is necessary for the Coordinator to use his personal vehicle to transport student-learners, he should first obtain written assurance, signed by the superintendent of schools, that he is fully covered by school insurance before he transports any student. (The coordinator should also seek advice from his own insurance company on this subject).

A56b **COOPERATIVE PROGRAM APPROVED BY THE STATE DEPARTMENT OF EDUCATION**

COOPERATIVE INDUSTRIAL EDUCATION
(Specific name of program)

DEPARTMENT OF EDUCATION
STATE OF NEW JERSEY

____
(Coordinator)

LIVINGSTON HIGH SCHOOL
(School)

992-6116
(Telephone)

PROMISE OF EMPLOYMENT

(COMPLIANCE WITH CHAPTER 153 P. L. 1940)

____
(Approval Number)
Program Number

...., 19............

To the Certificate Issuing Officer

Dear Sir:

I intend to employ

....
(NAME OF MINOR)

as ....
(SPECIFIC NATURE OF OCCUPATION)

in .... Liquor (is) .... (is not) .... sold.
(TYPE OF INDUSTRY OR BUSINESS)

If you sell liquor for consumption on the premises, either answer the following two questions, or attach a photostatic copy of the application of the Alcoholic Beverage Control Division, Department of Law and Public Safety, to the promise of employment slip:

The entire building constitutes the licensed premises. Yes.................. or No..................

a. If not, specify in detail on reverse of this form the floors and rooms which constitute or will constitute the licensed premises where alcoholic beverages are or will be sold, served or stored.

b. Specify what grounds, if any, adjacent to the above premises are or will be part of the licensed premises where alcoholic beverages are or will be sold, served or stored.

Specify number of hours per day
on each day minor is to work:

Mon........ Tues........ Wed........ Thur........ Fri........ Sat........ Sun........ Total Hrs. Weekly ....

at $........................ wages per hour or $..............................per week, if an employment certificate is issued.

....
(NAME AND ADDRESS OF EMPLOYER)

....
(SIGNATURE OF EMPLOYER OR AUTHORIZED AGENT)

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON 08625

NOTICE TO EMPLOYER'S OF STUDENTS WHO ARE RECEIVING SCHOOL CREDITS FOR PAID WORK EXPERIENCE

Student's Name ____

Employer's Name ____

Name of School ____

Name of School Program ____

Name of Program Supervisor ____

Effective January 1, 1972 Section 43:21-19 (i) (7) (U) of the New Jersey Unemployment Compensation Law provides:

> "The term "employment" shall not include...service performed by an individual under the age of 22 who is enrolled at a non-profit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such program, and such institution has so certified to the employer, except that this subparagraph shall not apply to service performed in a program established for or on behalf of an employer or group of employers."

This exact language is also present in the Federal Unemployment Tax Act.

This will certify that no State or Federal deductions or contributions for Unemployment Compensation or Disability Insurance should be made for the above student.

____
Signature of Teacher-Coordinator
or School Principal

SELECTED PROCEDURES FOR WORKING PAPER ISSUANCE IN NEW JERSEY SCHOOL DISTRICTS

DEPARTMENT OF EDUCATION
and
DEPARTMENT OF LABOR AND INDUSTRY

INTRODUCTION

You as an Issuing Office have an extremely important function and as such it is your responsibility to be familiar with the provision of the New Jersey Child Labor Law and any other regulations affecting the employment of minors.

New Jersey law requires employment certificates or special permits for the employment of any minor up to 18 years of age. The only exception is for work in agricultural occupations for which a special permit is required only up to 16 years of age.

An employment certificate or special permit which has been validly issued in accordance with the New Jersey Child Labor Law is conclusive proof of age in any proceeding involving the minor's employment subsequent to its issuance and is accepted by the United States Department of Labor as acceptable proof of age under their child labor provisions. This means that if a New Jersey employer has on file a New Jersey employment certificate or special permit for a minor in his employ the minor's age shall be deemed to be as stated in the certificate or permit. It is important, therefore, that that employment certificate and special permit be issued only in accordance with the law.

The instructions which are included here have been designed to guide and assist you in the issuance of employment certificates and special permits (commonly known as "working papers") to provide uniform procedures and to facilitate as much as possible the issuing process.

Your goal should be to insure the prompt and proper issuance of all working papers so that minors will be able to begin their employment in the shortest possible time.

The instructions include the following information:

1. The role of each participant in the issuance process.
2. A description of the various supporting papers required with the certificates and permits.
3. Definitions with which you should be familiar.
4. A description of each of the certificates and permits, the supporting papers required, and the procedure for issuance.
5. Some guidelines which are pertinent to the issuance of working papers.

The Child Labor Law and Regulations booklet will prove to be helpful to you and may be used in conjunction with this set of instructions. The Child Labor Law Abstract provides you with a quick source of information on many things including hours of labor, prohibited occupations and age requirements.

THE STUDENT:	Takes promise of employment form to the employer to be completed; secures physical examination through the Issuing Officer (or own Doctor, if minor prefers it); has the principal complete and sign the school record form; produces evidence of age; and then takes all of these forms to the Issuing Officer.
THE EMPLOYER:	Fills out promise of employment and returns it to Issuing Officer through the student.
THE DOCTOR:	Completes physicians's certificate form and returns it to Issuing Officer through the student.
THE SCHOOL PRINCIPAL:	Completes school record and returns it to the Issuing Officer through the student.
THE ISSUING OFFICER:	Supplies student with promise of employment form, arranges for physical examination, and supplies school record form. Collects completed promise of employment, school record, physician's certificate, and the proof of age. (All permits and certificates do not require the same supporting papers, see pages 5 and 6 for further information.) Proceeds with issuance of proper working permit. Mails employer his copy, sends all supporting papers and Department of Labor and Industry copy of certificate or permit promptlyto Wage and Hour Bureau with two copies of transmittal letter. When returned from the Wage and Hour Bureau gives proof of age back to the minor and retains all other supporting papers on file.
WAGE AND HOUR BUREAU:	Reviews all in-coming permits and certificates and supporting papers for compliance with New Jersey Child Labor Law. Retains copy of permit or certificate and returns all supporting papers to the Issuing Officer. If permit is improperly issued, it is returned with reasons for improper issuance.

DESCRIPTION OF SUPPORTING PAPERS

I. PROMISE OF EMPLOYMENT (A56b)
Filled out by the employer. Be sure that it is completely filled out and that it is not for illegal hours or for a prohibited occupation. If the employer sells liquor for consumption on the premises keep in mind that minors under 18 may work on licensed premises under the following conditions only:

A. Minors who are at least 16 years of age may work in a restaurant on licensed premises but not at a prohibited occupation.

B. Male minors who are at least 16 years of age may work in public bowling alleys on licensed premises as pinsetters only.

II. PHYSICIAN'S CERTIFICATE (A-56c)
Filled in by the medical inspector employed by your Board of Education, There shall be no fee charged for this examination. If, however, the minor chooses to have his or her own doctor, this is acceptable. If there is an objection on religious grounds no physician's certificate is required, however, the Issuing Officer should include a note to this effect in writing from the parent or guardian.

If the medical inspector puts a limitation on the physician's certificate, this limitation must appear on all copies of the employment certificate.

III. SCHOOL RECORD (A-56a)
Filled out by the principal of the school which the minor last attended. The bottom half need only be filled in if the minor will be working outside school hours on days when school is in session.

IV. PROOF OF AGE
The evidence of age is given in order of preference.

A. Birth certificate or transcript.

B. Baptismal certificate or transcript.

C. Other documentary evidence satisfactory to the Issuing Officer, such as Bible, Passport, immigration card, etc., providing such evidence has been in effect at least one year prior to the date it is offered as evidence.

D. Last acceptable evidence

  1. School Record, sworn statement of parent or guardian attesting to the age and date of birth of the minor. and statement of the medical inspector to age of minor.
  2. The above statements of the parent or guardian and the medical inspector's statement.

  (In both 1 and 2, the Issuing officer may administer the oath.)

Copies of proof of age may be submitted - it is not necessary to send the original document. In case of doubt do not hesitate to call the Wage and Hour Bureau for clarification.

DEFINITIONS

AGRICULTURE

Includes farming in all its branches and among other things includes the cultivation and tillage of the soil, dairying, the production, cultivation, growing, and harvesting of any agricultural or horticultural commodities (including commodities defined as agricultural commodities in section fifteen (g) of the Agricultural Marketing Act, as amended) the planting, transplanting and care of trees and shrubs and plants, the raising of livestock, bees, furbearing animals or poultry, and any practices (including forestry or lumbering operations) performed by a farmer or on a farm as an incident to or in conjunction with such farming operations, including preparation for market, delivery to storage or to market or to carriers for transportation to market, provided that such practices shall be performed in connection with the handling of agricultural or horticultural commodities the major portion of which have been produced upon the premises of an owning or leasing employer.

ISSUING OFFICER

Any superintendent of schools, supervising principal, or teacher in a school district who is designated by the board of education in the district to issue certificates or permits in accordance with the provisions of this act.

NEWSPAPERBOY

Any male minor between 12 and 15 years of age who engages in the occupation of delivering, soliciting, selling and collecting for, newspapers outside of school hours on residential routes.

STREET TRADE

The selling, offering for sale, soliciting for, collecting for, displaying, or distributing any articles, goods, merchandise, commercial service, posters, circulars, newspapers or magazines or in blacking shoes on any street or other public place or from house to house.

THEATRICAL EMPLOYMENT

Professional employment in a theatrical production.

"Professional employment" as used herein means employment for pay as an actor or performer in a theatrical production.

"Theatrical production" as used herein means and includes stage, motion pictures and television performances and rehearsals therefore.

TYPE OF CERTIFICATE OR PERMIT	SUPPORTING PAPERS REQUIRED	PROCEDURE
SPECIAL THEATRICAL PERMIT (A66j) Issued for employment of minors 8 through 15 years of age in theatrical* employment.	Application of employer (A66j) bearing endorsed approval of parent or guardian. A currently issued statement of a licensed physician based upon a physical examination that the minor is in good health.	When you have the completed application and physician's statement issue the Permit to the employer. (Th is only an original, no copies.) Send a a copy of the application only to the Wage and Hour Bureau for their files. No other papers are required to be sent.
SPECIAL AGRICULTURAL PERMIT (A66d) Issued for employment of minors 12 through 15 years of age in agricultural* employment. Valid for 6 months only.	Proof of Age RE-ISSUES None	Parent or guardian completes top half, in duplicate. You complete bottom half. Issue card (A66e) and give to the minor. S blue copy of the Perm to the Wage and Hour Bureau with proof of age. The Bureau will retain the blue copy and return proof of age to you.
AGRICULTURAL AGE CERTIFICATE (A66H) Issued to 16 and 17 year old minors at employer's request and must be issued, if requested. It is not a required certificated as none is needed in agriculture at age 16.	Proof of Age RE-ISSUES None	Completed in triplica by you. Original is given to minor, green copy is sent to Wage and Hour Bureau with proof of age, and pin copy is retained by y The Bureau will retai the green copy and return proof of age to you.

TYPE OF CERTIFICATE OR PERMIT	SUPPORTING PAPERS REQUIRED	PROCEDURE
SPECIAL NEWSBOY PERMIT and/or SPECIAL STREET TRADES PERMIT (A66c) This is a combined form. Special Newsboy Permits are issued to 12 through 15 year old male minors as newspaperboys.* Special Street Trades Permits are issued to 14 and 15 year old male minors for street trades occupations.*	Proof of Age RE-ISSUES None	Parent or guardian completes top half, in duplicate. You complete the bottom half. Cross out the information that does not apply to the Permit being issued. Issue and give to minor card (66f-50M) if issuing Special Newsboy Permit, and card (A66g-15M) if issuing Street Trades Permit. Send Permit to Wage and Hour Bureau with proof of age. The Bureau will keep the blue copy and will return proof of age to you.
VACATION EMPLOYMENT CERTIFICATE (A66a) Issued for employment of minors 14 through 17 years of age for employment during school vacations and before and after school hours.	School Record* Promise of Employment Physician's Certificate Proof of Age RE-ISSUES Promise of Employment only	This form is completed in triplicate. The original is mailed by you to the employer, the blue copy and the supporting papers are mailed to Wage and Hour Bureau and the yellow copy is retained in your files. The Bureau will retain the blue copy and return the supporting papers to you.
REGULAR EMPLOYMENT CERTIFICATE (A66b) Issued for the employment of minors 16 and 17 years of age who are no longer attending school. This permits the employment of minors during hours school is in session.	Promise of Employment Physician's Certificate Proof of Age RE-ISSUES Promise of Employment only	Same as for Vacation Employment Certificate

TYPE OF CERTIFICATE OR PERMIT	SUPPORTING PAPERS REQUIRED	PROCEDURE
AGE CERTIFICATE (A-50) Issued to minors 18 through 20 years of age at the request of the employer. It is not a required certificate but must be issued when the employer requests the minor to obtain it.	Same as for Special Agricultural Permit	Completed in triplica The white copy is give to the minor, the blue copy is sent to the Wage and Hour Bureau with proof of age, an the yellow copy is retained by you. The Bureau will retain the blue copy and return the proof of age to yo
SPECIAL NEWSPAPERBOY PERMIT (A66m) This is not a permit which is issued by you but is one with which you should be familiar. It is issued to male minors 12 through 15 years of age by New Jersey publishers and allows employment as newspaperboys only for that publisher.		New Jersey publishers are required to send copies to you after issuance. You will receive a blue, a pink and a green copy. The blue copy is sent to the Wage and Hour Bureau and you retain the other two copies on file

*Not required during regularly scheduled school vacation periods.

GUIDELINES

ISSUANCE - RESIDENTS OF NEW JERSEY AND MINORS FROM OUT-OF-STATE

A minor who resides in New Jersey secures working papers from the Issuing Officer in the School district where he resides. You must therefore issue working papers regardless of whether or not the minor attends your school.

A minor from out-of-state secures working papers from the Issuing Officer in the school district where he has received the promise of a job. If, therefore, a non-resident minor has been promised employment in your school district you must issue the working papers.

REFUSAL TO GRANT - The Issuing Officer has the right to refuse to grant a certificate or permit if convinced that the best interests of the minor would be served by such a refusal. A record of the refusal and the reasons for refusal must be kept.

TRANSMITTAL LETTER - When submitting working papers to the Wage and Hour Bureau, complete the transmittal letter (MW 153) in duplicate, listing the names of minors for whom working papers are being submitted. Please do not send separate transmittal letters for each minor. Be sure that your return address is clearly and completely included in the space provided.

WHERE TO SEND - All working papers should be sent promptly to the Wage and Hour Bureau, Permits Section, P.O. Box 875, Trenton, N.J. 08625.

IMPROPERLY ISSUED CERTIFICATES AND PERMITS - If a certificate or permit is improperly issued you will receive the working papers back with a form (MW 128) listing the reason or reasons why it is improperly issued.

a. If it is being returned for a prohibited occupation, the certificate or permit must be recalled from the employer. A copy of the notice to the employer should be sent to the Commissioner of Education, and to the Wage and Hour Bureau.
b. If it is being returned due to imcompleteness or for some other reason which can be corrected this should be done immediately and the corrected or completed papers should again be returned to the Wage and Hour Bureau for review.

RETENTION OF CERTIFICATES AND PERMITS AND SUPPORTING PAPERS

The Wage and Hour Bureau will retain its copy of all certificates and permits and return the remaining papers to you together with one copy of the transmittal letter. Copies of certificates and permits, and all supporting papers upon which the certificates or permits were issued (except proof of age) must be retained until the minor reaches 21 years of age. The proof of age is returned to the minor.

QUESTIONS CONCERNING LEGALITY OF EMPLOYMENT

Contact the Wage and Hour Bureau at the above address, or call 609-292-2329 or 2337.

WHERE TO OBTAIN FORMS - All forms (except the transmittal letter) are secured from the Department of Education, Division of Business and Finance, 225 West State Street, Trenton, New Jersey 08625. The transmittal letter is secured from the Wage and Hour Bureau.

FEDERAL LAW REGARDING EMPLOYMENT OF MINORS

You should be aware of the provision of the federal law regarding employment of minors. We suggest that you contact your nearest office to the U.S. Department of Labor for information.

State of New Jersey
Department of Education
VOCATIONAL DIVISION
225 West State Street
Trenton, New Jersey 08625

T-2647

TO: All Work-Study Supervisors

FROM: John R. Wyllie, Director of Vocational Work-Study and Cooperative Industrial Education

DATE: January 6, 1966

RE: Change in Social Security Rate

Please be aware that in computing the Social Security deductions for wages earned after December 31, 1965, the rate is now 4 1/5% on the first $6,600 of income.

Previously the rate was 3 5/8% on the first $4,800 of income.

State of New Jersey
Department of Education
DIVISION OF VOCATIONAL EDUCATION
225 West State Street
Trenton, New Jersey 08625

T-3014

TO: All Coordinators of Cooperative Industrial Education

FROM: John R. Wyllie, Director of Cooperative Industrial Education and Special Needs Program

DATE: November 1, 1967

RE: Cooperative Industrial Education Students in Summer Employment and Graduates Under 18 Years of Age

Please be advised that Cooperative Industrial Education student-learners in summer employment and graduates of the Cooperative Industrial Education Program under 18 years of age are covered by the exemptions to the child-labor laws provided that the school district furnishes related safety instruction and periodic supervision during the summer period and after graduation until the student becomes 18 years of age.

In the case of schools which do not employ a coordinator during the summer months, employers must be informed that they cannot legally employ student-learners under 18 years of age in occupations classified as hazardous.

In the case of injury to such a pupil, the employer is liable for double indemnity suit under provisions of the Workmens' Compensation Laws.

State of New Jersey
Department of Education
VOCATIONAL DIVISION
225 West State Street
Trenton, New Jersey 08625

T-2644

TO: Cooperative Industrial Education Coordinators

FROM: John R. Wyllie, Director of Vocational Work-Study and Cooperative Industrial Education

In addition to the twenty hour maximum placed on employment time in the Industrial Cooperative Program, student-learners may work eight (8) hours on Saturday, provided that:

1. The school extends supervision on Saturdays.
2. This employment is noted in an addition to the Training Agreement.

State of New Jersey
Department of Education
DIVISION OF VOCATIONAL EDUCATION
225 West State Street
Trenton, New Jersey 08625

T-3029

TO: All Coordinators of Cooperative Industrial Education Programs

FROM: John R. Wyllie, Director
Cooperative Industrial Education and Special Needs Program

DATE: December 12, 1967

RE: STUDENT INSURANCE

Many districts are concerned over the type of school insurance students enrolled in Cooperative Programs should carry. It is the recommendation of this Office that the best coverage for students in our programs is the "Round the Clock" type of policy.

Cooperative students need extra coverage that other students do not. The common policy covers pupils from home to school, in school, and from school to home. The Cooperative student needs coverage from home to school, in school, from school to work, and from work to home.

It is possible to obtain this four phase coverage with some companies in regular school insurance. Coordinators should work with the person in charge of school insurance for their district to determine if the above coverage is included in the policies of the companies they deal with.

State of New Jersey
Department of Education
DIVISION OF VOCATIONAL EDUCATION
225 West State Street
Trenton, New Jersey 08625

T-3030

TO: All Coordinators of Cooperative Industrial Education

FROM: John R. Wyllie, Director, Cooperative Industrial Education and Special Needs Program

DATE: December 12, 1967

RE: FEDERAL AND STATE LABOR LAWS

The Federal and State Labor Laws are complex documents. Coordinators should be aware:

> State minimum wages go up to $1.40 an hour starting January, 1968 and to $1.50 an hour starting January 1, 1969.
>
> Federal minimum wages go up to $1.60 an hour starting February 1, 1968.

It is suggested that Coordinators obtain copies of:

> The Federal Wage and Hour Public Contracts Division's Publication 1158, available through the Government Printing Office,
>
> and
>
> The New Jersey State Wage and Hour Abstract (MW 220), available through the Department of Labor and Industry, Wage and Hour Bureau.

In cases where there is doubt about legal minimums, Coordinators should make direct contact with the appropriate Wage and Hour office:

FEDERAL ....609 - 599-3511
STATE-New Jersey..........609 - 292-2305

State of New Jersey
Department of Education
DIVISION OF VOCATIONAL EDUCATION
Trenton, New Jersey 08625

T-3045

TO: All Coordinators of Cooperative Industrial Education

FROM: John R. Wyllie, Director
Cooperative Industrial Education and Special Needs Program

DATE: February 23, 1968

RE: WORKING PAPERS

When placing students under the age of 18 years in employment, the Coordinator must be certain that an employment certificate is in the hands of the employer prior to placing a student on the job. The issuing officer of the school district and the Coordinator must work very close in order to avoid any oversight or delay in the processing of working papers.

Failure to carry out this procedure will place the employer in jeopardy.

COPY

STATE OF NEW JERSEY
DEPARTMENT OF LAW AND PUBLIC SAFETY

Division of Alcoholic Beverage
Control

Date: December 1, 1964

MEMORANDUM

TO: Dr. Neal B. Perkins, Assistant State Director of Vocational Education

FROM: Joseph P. Lordi, Director, Division of Alcoholic Beverage Control

SUBJECT: Permissibility of the employment of Student-Learners in hotels and restaurants serving alcoholic beverages.

The New Jersey Alcoholic Beverage Law and the State Alcoholic Beverage Regulations (R.S. 33:1-26; State Regulation No. 13) provide that no employment permit is necessary for the employment in a bona fide hotel or restaurant of any person under the age of twenty one years. Consequently, it is not in violation of such law or regulation for student-learners between the ages of sixteen and eighteen years, to be employed as cooks or otherwise in a bona fide hotel or restaurant in furtherance of the cooperative vocational education program, approved by the State Board of Education.

Of course, the minor may not serve, sell or solicit the sale of any alcoholic beverage, or participate in the mixing, processing or preparation of any alcoholic beverage. Such activity is prohibited under the above cited law and state regulation.

Signed: Joseph P. Lordi,
Director

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON, NEW JERSEY 08625

T-175

The following list of occupations will serve as a quick reference for coordinators in the Cooperative Industrial Education Program

STUDENT LEARNERS MAY NOT:

1. Handle dangerous or poisonous acids or dyes; injurious quantities of toxic or nontoxic dust, gases, vapors, or
2. Be exposed to benzol compound which is volatile or which can penetrate the skin.
3. Manufacture or transport explosives or highly flamable substances.
4. Oil, wipe or clean machinery in motion.
5. Operate punch presses.
6. Operate dough brakes or mixing machines in bakeries or cracker machinery.
7. Operate calendar or mixing rolls in rubber and paper manufacturing.
8. Operate mangles in laundries or dry cleaning establishments.
9. Work in mines and quaries.
10. Operate elevators and certain power and hydraulic hoisting apparatus.
11. Transport payrolls, other than within the premises of the employer.
12. Drive on a public throughofare.
13. Operate corn packers, power hay balers, or power field choppers.
14. Work in a junk or scrap metal yard.
15. Be involved in the demolition of building strips or heavy machinery.
16. Be involved in work performed in connection with the felling of timber or other occupations associated with logging. This also includes pruning with any type of power equipment.
17. Be involved in slaughtering or occupations on the killing floor.
18. Be exposed to ionizing radiation such as X-ray radioactive substances.
19. Be employed to occupations requiring specified licenses, i.e., beauty culture, mortuary, unless they possess the needed license.
20. Be involved in serving, preparation, or distribution of alcholic beverages.

Selecting Training Establishments

8

SELECTING TRAINING ESTABLISHMENTS

Selecting the right "plant" for on-the-job training is just as important as selecting the right student. This is where the student-learner meets the "real world" of work. The attitudes he sees here will shape his own view of life on the job for pay. Since the foundation laid here will affect his entire vocational future, great care should be exercised in selecting each training establishment. A continuing program of public relations and personal contact with industry and community leaders will build up an invaluable resevoir of available training stations.

Large industries offer many fine vocational training situations. They are usually equipped with modern machinery operated by skilled specialists and they employ supervisors who are expert in their trades and will have time to give to a training program. Many large "shops" will set up special training programs hoping to assure themselves a source of supply of properly trained personnel. In those large establishments, however, the Coordinator must see to it that the student-trainees rotate in job experiences and do not fall into repetitive production jobs. Exceptions may be made in the Type III - Cooperative Employment Orientation.

For a really fertile field for part-time cooperative training opportunities, one should look to the one, two, or three man-shops (small) that abound in many communities. In these small industrial or service organizations, the trainee is most likely to get well-rounded and varied training. In the small shop situation, however, the coordinator should be on guard concerning working conditions, safety practices, facilities for training, etc.

An establishment employing organized labor may present a problem unless proper authorities are informed of the plan and are assured that the rights of the workers are protected. Strong opposition may be encountered if the program is not thoroughly explained and understood. The Coordinator should contact labor leaders, explaining the objectives of the program and assuring protection of the labor market.

The Coordinator might do well to set up a check list to assist him to the final evaluation of a "plant".

CHECK LIST

1. Is the training period of satisfactory length?
2. Is steady employment likely?
3. Is the schedule of remuneration and advancement satisfactory?
4. Are student-learners paid prevailing rates?
5. Will training open opportunities for advancement?
6. Is the employer sympathetic to work-experience education?
7. Are educational opportunities inherent in the work performed?
8. Can the skills learned be carried over to other occupations?
9. Do adequate types of training equipment and facilities exist?
10. Is there adequate light, heat and ventilation?
11. Are rest rooms provided?
12. What is the attitude of the management to safety?
13. Is equipment adequate?
14. Is the place of work acceptable for student and Coordinator?
15. Are qualified skilled workers or trainers available?
16. Do congenial relationships exist between employee and management?
17. Will the trainee be supervised by a qualified workman?
18. Is the employer interested in the welfare of the student?
19. What is the attitude of workers in relation to safe practices?
20. Is the environment healthful, safe and morally wholesome?
21. Are the overall hours too long?
22. Is sufficient time allowed for noon lunch or other meals?
23. Is employment approved by affiliated labor organizations?
24. Is the reputation of the establishment satisfactory in respect to labor relations and financial stability?
25. Is the establishment easily accessible from school?

THE STANDARD AGREEMENT

After the Coordinator and an employer have agreed to make use of the employer's facilities and personnel for a Cooperative Industrial Education Program, the terms of this agreement should be committed to paper. This written agreement should be signed by: 1) the employer or his agent, 2) the student-trainee, 3) one of the student's parents,

4) the Coordinator. The agreement should be so constructed so as to spell out, in detail, the responsibilities of each participant to the others. It is best to adopt a standard agreement form for all kinds of work-study - the form having blank spaces to be filled in to suit any given situation. The standard form serves many purposes, some of which are:

- Each employer and trainee knows he is being given the same courtesies and responsibilities as all others in his category.
- The terms of agreement when reduced to writing leave no room for doubts or misunderstandings which might undermine the whole program.
- The relationship between the parties to the agreement is given status - this is a legal document, a copy of which is retained by each party.
- This may be the first such document signed by the student-trainee and will make a good lasting impression on him.
- A properly composed agreement protects all parties thereto. The standard agreement should contain:
    Names of the parties
    Length of the terms
    Name of the trainer (individual)
    List of job experiences
    Pay per hour to trainee
    Occupation for which student will train
    Responsibilities of parties

TRAINING AGREEMENT

PARENT - STUDENT - COORDINATOR - INDUSTRY

TRAINING AGREEMENT

ORANGE HIGH SCHOOL

COOPERATIVE INDUSTRIAL EDUCATION

The Employer ____
Company Name   Address

Agrees to Employ ____
Student-Learner   Address

on a part-time basis for the purpose of training the student in the ____________________ trade.

WAGES:

Starting wage will be $ _________ per hour.

Students in the program will receive wages comparable to wages paid to other trainees performing the same type or class of work and wages that are in conformity with State and Federal minimum wage acts.

HOURS:

All Cooperative Industrial Education students, regardless of age, are subject to the same daily starting and quitting time and total number of hours.

On days when school is in session, a student is to work a minimum of 3 hours and a maximum of 4 hours each day.

On days when school is not in session and on Saturdays a student may work 8 hours.

The latest any student is to be employed is 6:00 P. M.

WORKING CONDITIONS:

All student-learners must be covered by Workman's Compensation Insurance.

The employer will observe all laws and regulations, both State and Federal, pertaining to the employment of minors.

Where a union or bargaining agency is involved, the employer will obtain union approval of the program.

Driving, regardless of the age of the student-learner, is not to be part of the work experience. A training station that requires the student-learner to drive on a public thoroughfare will be subject to removal, however, incidental driving on employer's property is permissible.

SUPERVISION:

The employer agrees to assign one member of his organization (journeyman, foreman, or other qualified employee) to be responsible for the training of the student.

As this program is supervised by Orange High School, it will be necessary for the school's teacher-coordinator to be admitted to the employer's premises whenever he needs to observe and evaluate the student. The teacher-coordinator will conduct his observations so that there will be a minimum of interference with the employer's business.

REPORTS:

At six week intervals the employer's representative will prepare a report on the students progress using the form supplied by the school.

STUDENT RESPONSIBILITY:

The student-learner shall be subject to all plant regulations applying to other employees.

The student-learner shall obey his superior at all times.

All complaints shall be made to and adjusted by the teacher-coordinator.

The student may not change his place of employment without the approval of the teacher-coordinator.

The student, while in the process of training, will have the status of student-learner, neither displacing a regular worker nor substituting for a worker that ordinarily would be needed by the agency.

WORK EXPERIENCE:

The following will be included in the student-learner's work experience:

1. ______________________ 2. ______________________
3. ______________________ 4. ______________________
5. ______________________ 6. ______________________

TERMINATION OF AGREEMENT:

This agreement may be terminated by the employer at any time after consultation with the teacher-coordinator.

The teacher-coordinator may terminate this agreement at any time after consultation with the employer.

______________________ ______________________
Company Representative   Title

______________________ ______________________
Student-Learner   Parent or Guardian

______________________ ______________________
Teacher-Coordinator   Date

Revised
VD - 71

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL
EDUCATION
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

STATE DEPT. USE ONLY
APPROVAL NO. ______
PROGRAM NO. ______
DATE ISSUED ______
ISSUED BY ______

COOPERATIVE INDUSTRIAL EDUCATION
TRAINING ESTABLISHMENT REPORT

JOB TITLE ______ PROGRAM 1 2 3

Employer ______ Phone: ______

Address ______
Street City State Zip Code

Nature of Business ______ Total of Employees at this address ______

Work experiences that will be included in this job title (be specific):

1.
2.
3.
4.
5.
6.

This training establishment is adequately equipped to provide an opportunity for student-learners to gain experience consistent with job title.

All equipment is well guarded and safe working conditions prevail.

Employer understands student-learners are not to be employed in occupations involving power-driven hoisting apparatus, punch presses, explosives, sawmill operations, ionizing radiation, certain power driven bakery machines, silica atmosphere and wrecking.

The employer has agreed that the student-learner will never work alone.

The person responsible for on-the-job training is qualified and available to do so.

The employer understands that the exemptions to the Federal Hazardous Occupations Orders and State Prohibited Occupations apply only to the employment of student-learners enrolled in an approved Cooperative Industrial Education Program and to absolutely no other persons under eighteen years of age.

The employer understands a student-learner regardless of age may not drive for pay on a public thoroughfare.

Employer agrees to conform to hours specified in this training establishment report.

Hours of Daily Work From ______ To ______ Sat. From ______ To ______

I certify that all the above statements apply to this training establishment and the employer has full knowledge of the regulations concerning employment of student-learners.

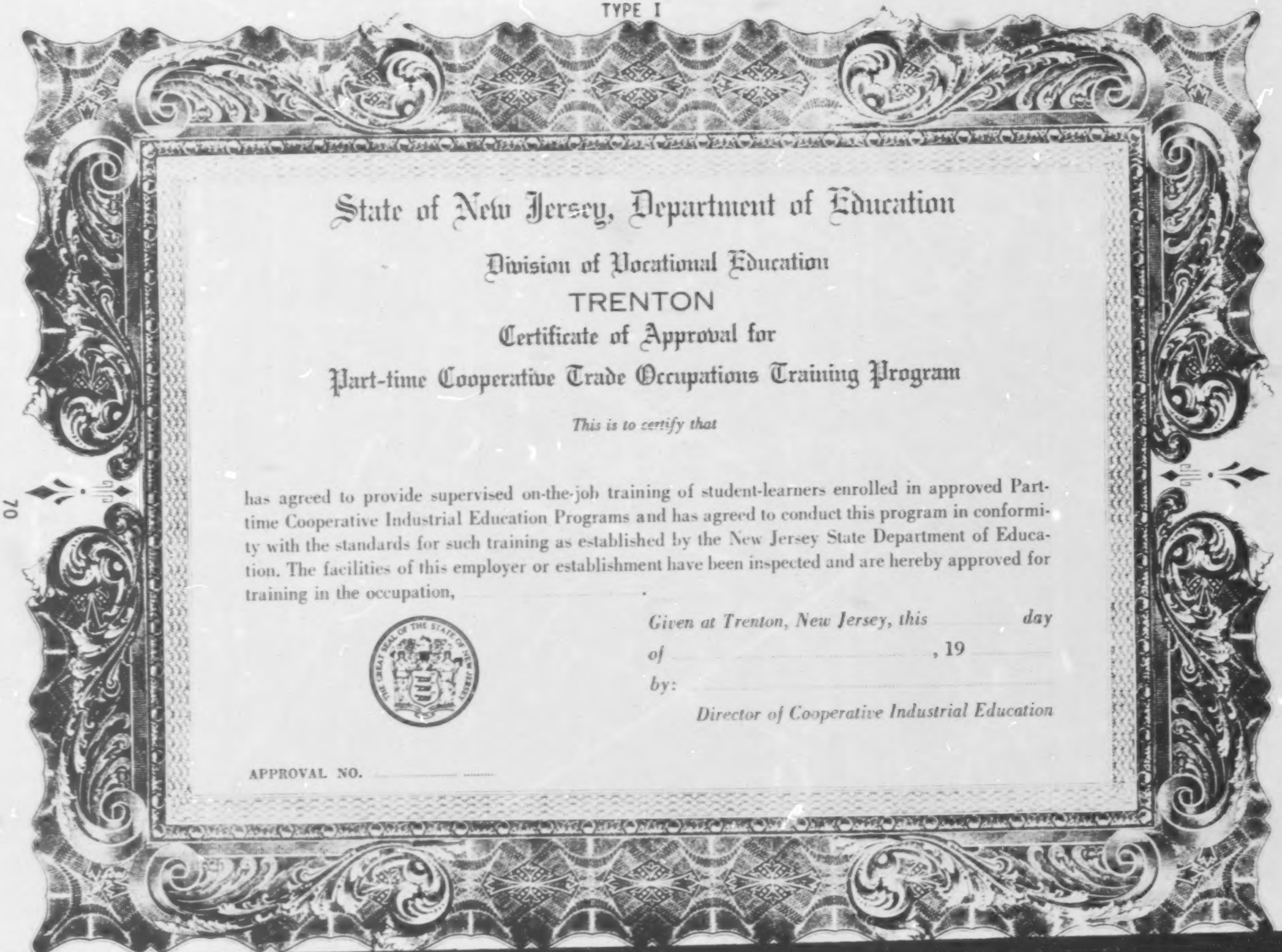
Signature of Coordinator ______ Phone No. ______

Name of School ______ City ______

COMMENTS: ______

______ ______
State Department Supervisor Date

TYPE I



State of New Jersey, Department of Education

Division of Vocational Education

TRENTON

Certificate of Approval for

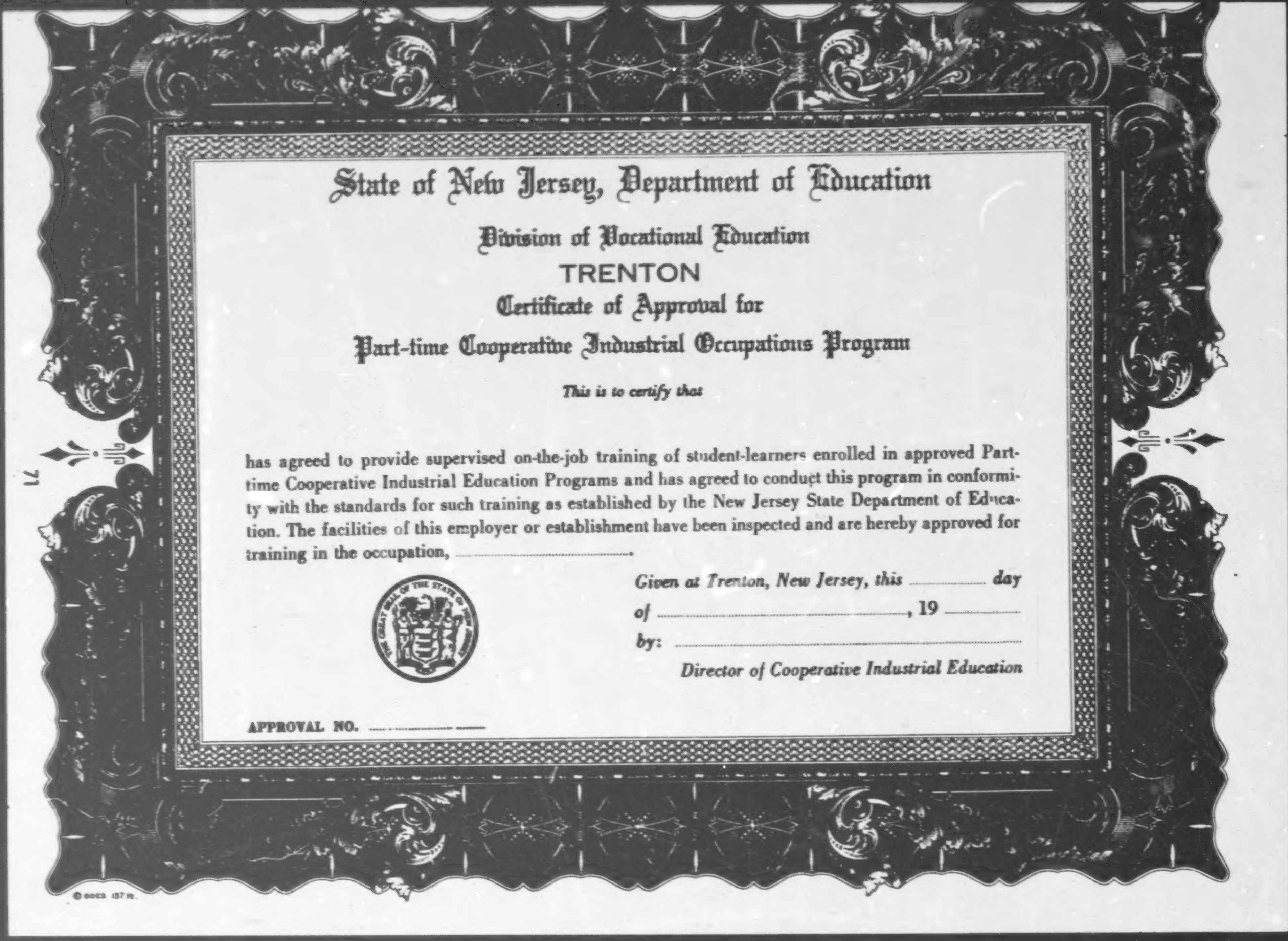
Part-time Cooperative Trade Occupations Training Program

This is to certify that

has agreed to provide supervised on-the-job training of student-learners enrolled in approved Part-time Cooperative Industrial Education Programs and has agreed to conduct this program in conformity with the standards for such training as established by the New Jersey State Department of Education. The facilities of this employer or establishment have been inspected and are hereby approved for training in the occupation, ____________.

Given at Trenton, New Jersey, this ________ *day*
of ______________________, 19 ________
by: ______________________________
Director of Cooperative Industrial Education

APPROVAL NO. ______________



State of New Jersey, Department of Education

Division of Vocational Education

TRENTON

Certificate of Approval for

Part-time Cooperative Industrial Occupations Program

This is to certify that

has agreed to provide supervised on-the-job training of student-learners enrolled in approved Part-time Cooperative Industrial Education Programs and has agreed to conduct this program in conformity with the standards for such training as established by the New Jersey State Department of Education. The facilities of this employer or establishment have been inspected and are hereby approved for training in the occupation, ...

Given at Trenton, New Jersey, this .... *day*

of ...., 19 ....

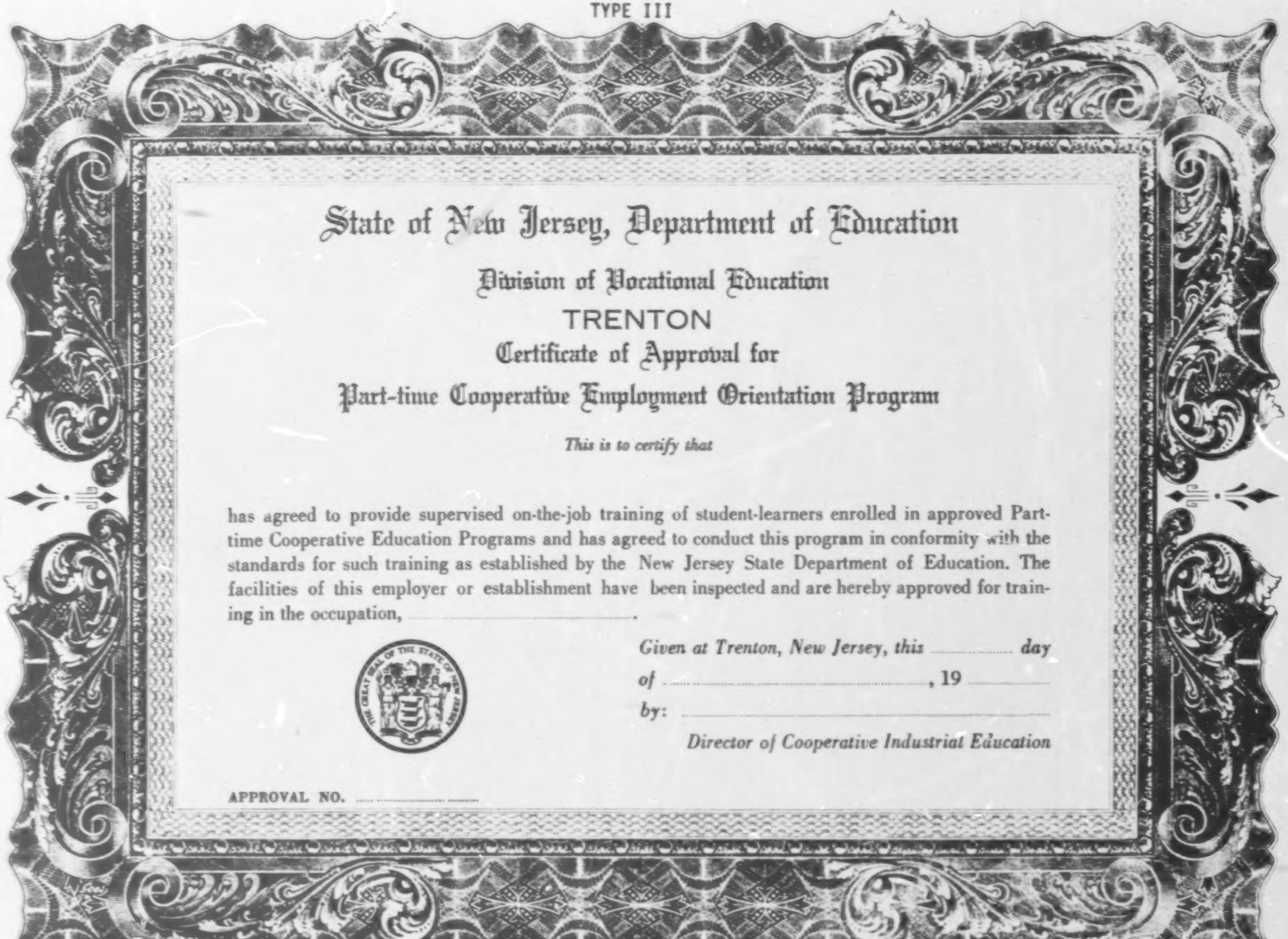
by: ....

Director of Cooperative Industrial Education

APPROVAL NO. ....

© DOES 157 R.

TYPE III



State of New Jersey, Department of Education

Division of Vocational Education

TRENTON

Certificate of Approval for

Part-time Cooperative Employment Orientation Program

This is to certify that

has agreed to provide supervised on-the-job training of student-learners enrolled in approved Part-time Cooperative Education Programs and has agreed to conduct this program in conformity with the standards for such training as established by the New Jersey State Department of Education. The facilities of this employer or establishment have been inspected and are hereby approved for training in the occupation, ...

Given at Trenton, New Jersey, this .... *day*

of ...., 19 ....

by: ....

Director of Cooperative Industrial Education

APPROVAL NO. ....

© GOES 139

Date ______________________________

Mr. John R. Wyllie, Director
Bureau of Special Needs and
Cooperative Industrial Education
Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

Dear Mr. Wyllie:

Will you please arrange for Work Station inspections in connection with the Cooperative Trade and Industrial Program at ____________________ High School.

Dates: (In order of Preference)

____

____

____

____

Approximate Number of Inspections ___________________________

Preferred Time of Day ___________________________________

Phone Number ____

Comments:

Yours truly,

______________________________, Coordinator

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON, NEW JERSEY 08625

Date ____________________

TO:

FROM:

After a careful evaluation of the facts relating to the employment of the student-learner listed below, I am requesting an exemption as outlined.

____________________	________	____________________
Name of Student	Age	School

____________________	____________________	________	________
Employer	Job Objective	Approval #	Program #

Outline nature of request:

Describe reason for request:

If this request deals with working hours, describe what action the school has taken, or is willing to take, to provide a schedule change that will permit the student to attend school and then report directly to work.

Describe the coordinators plan for supervision of this student-learner if this exemption is granted.

Has the administration been advised of this request and do they support it? ________

Have the parents been advised by the coordinator of this request? _____ Yes _____ No

Has the employer been advised that this exemption, if granted, applies only to that student named above? _____ Yes _____ No

I understand that after review by the Division of Vocational Education, I will receive a Xerox copy of this letter outlining the disposition of this request. I further understand that this request applies to only the above named student and is not valid until it is signed by the State Department of Education and returned to me.

____________________ Coordinator ____________________ School

- -

Request approved ________ Not approved ________ FOR STATE DEPARTMENT OF EDUCATION USE ONLY.

Comments:

____________________ ________
State Department Supervisor Date

ES-69 (4-65)

NEW JERSEY DEPARTMENT OF LABOR AND INDUSTRY
Bureau of Engineering and Safety
Safety Advisory Program

INSPECTION CHECK LIST

BUILDING CONDITIONS

Exits

	YES	NO
Does exit door swing in the direction of exit travel?	( )	( )
Is exit door free from damage?	( )	( )
Is exit door unlocked from the inside?	( )	( )
Is fire door free to self-close?	( )	( )
Is doorway clear?	( )	( )

Floors

	YES	NO
Is floor overloaded?	( )	( )
Is floor free from pot holes, cracks, and warping?	( )	( )

Walls

	YES	NO
Is wall free from damage?	( )	( )

Stairway

	YES	NO
Does stairway have handrails?	( )	( )
Is handrail in good repair?	( )	( )
Are stairway treads in good repair?	( )	( )
Is stairway clear?	( )	( )

Miscellaneous

	YES	NO
Are rails around floor openings in good repair?	( )	( )
Are toe boards in good repair?	( )	( )

Building Conditions Continued

	YES	NO
Is the emergency door opening device in good repair? Note: For refrigeration room, walk-in ovens, smoke house, etc.	( )	( )

WORKING CONDITIONS

Ventilation

Note: Where heated material will emit gas and/or vapors which will rise, an enclosing hood and duct extending six (6) feet above roof is required for natural ventialtion.

	YES	NO
Are hoods and ductwork kept in good repair?	( )	( )
Is wall fan in good working condition?	( )	( )
Is ceiling fan in good working condition?	( )	( )

Sanitation

	YES	NO
Are toilet facilities clean and in good working order?	( )	( )
Are washing facilities clean and in good working order?	( )	( )
Are eating facilities clean?	( )	( )

Lighting

	YES	NO
Is lighting adequate	( )	( )
Are burned out lamp bulbs replaced with new?	( )	( )
Are windows and skylights used for natural lighting clean?	( )	( )

New Jersey Department of Labor and Industry
Bureau of Engineering & Safety
Safety Advisory Program

INSPECTION CHECK LIST

ELECTRICAL

	YES	NO
Are portable electrical tools three wire grounded?	( )	( )
Are fixed electrical motors three wire grounded?	( )	( )
Are flammable liquid drums grounded?	( )	( )
Is all wiring permanent?	( )	( )
Are electrical boxes closed?	( )	( )
Is electrical wiring damaged or exposed?	( )	( )
Are flexible cords in good repair?	( )	( )
Are electrical switches in good repair with covers in place?	( )	( )
Are electrical motors free from dust?	( )	( )
Is the electrical equipment in hazardous location of the proper type?	( )	( )
Is the high voltage area fenced and locked?	( )	( )
Are insulating mats in place at control boards carrying high voltage?	( )	( )
Are signs "Danger - High Voltage" posted at entrance of transformer areas?	( )	( )
Is electrical equipment shut off and locked when undergoing repairs?	( )	( )

CHEMICALS

	YES	NO
Is the supply of flammable liquids excessive? (8 hours)	( )	(
Are the containers properly labeled?	( )	(
Is container in good repair?	( )	(
Is the location where toxic chemicals are used well ventilated?	( )	(
Is the proper personal protective apparel available? (apron - gloves - face shield)	( )	(
Is the bulk storage area kept clean and well ventilated?	( )	(
Is the local exhaust system in good working order?	( )	(
Is the general ventilation sufficient?	( )	(
Are respirators in sanitary condition and in good repair?	( )	(
Are containers of the approved safety container type?	( )	(

ES-313 (11/64)

ES-70 (4-65)

NEW JERSEY DEPARTMENT OF LABOR AND INDUSTRY
Bureau of Engineering and Safety
Safety Advisory Program

INSPECTION CHECK LIST

PERSONAL PROTECTION APPAREL

Head Protection

Note: Required where the hazards of flying or falling objects is inherent, or hair entanglement in moving parts of machinery.

	YES	NO
Are all employees requiring head protection utilizing equipment furnished?	( )	( )

Eye Protection

Note: Required where the hazards of flying particles, hazardous substances, or injurious light rays is inherent.

	YES	NO
Are all employees requiring eye protection utilizing equipment?	( )	( )

Body Protection

Note: Clothing appropriate for the work being done shall be worn.

	YES	NO
Are all employees requiring body protection utilizing equipment?	( )	( )
Are employees free of loose sleeves, tails, other loose clothing?	( )	( )

Foot Protection

Note: Required for employees who are exposed to foot injuries from hot, corrosive, or poisonous substances.

	YES	NO
Are all employees requiring foot protection utilizing equipment?	( )	( )

Hand Protection

Note: Required for employees whose work exposes their hands to hazardous substances, or cuts or burns.

Caution: Gloves should not be worn around moving machinery.

	YES	NO
Are all employees requiring hand protection utilizing equipment?	( )	( )

Miscellaneous

	YES	NO
Are all employees requiring respirators utilizing equipment?	( )	( )
Are harness and life lines used in confined spaces?	( )	( )
Is a supplementary air supply used in confined spaces not containing adequate air supply?	( )	( )

NEW JERSEY DEPARTMENT OF LABOR AND INDUSTRY
Bureau of Engineering and Safety
Safety Advisory Program

INSPECTION CHECK LIST

HOUSEKEEPING

FLOORS

	YES	NO
Are slippery materials on floors?	( )	( )
Are loose objects left about to cause tripping?	( )	( )
Is there an excess of scrap from machines being piled upon floor?	( )	( )
Are ragged floor mats or broken platforms used about the machines?	( )	( )
Is there a definite floor cleaning schedule in use?	( )	( )

ARRANGEMENT OF PROCESS, OPERATION, AND EQUIPMENT

	YES	NO
Is material being stored in passageways?	( )	( )
Is sufficient space allowed for safe movement of plant trucking?	( )	( )
Are aisles clearly marked for the safe movement of people and materials?	( )	( )
Is there sufficient room between machinery for their safe operation?	( )	( )
Are there some operations which would make for better housekeeping if they were isolated?	( )	( )
Are lockers provided for personal belongings?	( )	( )
Are there objects or material of any kind on electrical or fire equipment?	( )	( )
Are all materials piled in an orderly manner?	( )	( )
Are materials stored in properly designated places?	( )	( )
Are trucks left in safe positions?	( )	( )
Are windows and skylights clean	( )	( )
Are lighting fixtures, reflectors bulbs in need of cleaning?	( )	( )
Are tools used at machines allowed to lay about?	( )	( )
Are there sufficient trash containers about?	( )	( )
Is waste, scrap, and rubbish collected at regular intervals	( )	( )

FIRE HAZARDS

	YES	NO
Are oily rags and waste placed in special metal containers?	( )	( )
Is lint or dust from operations allowed to collect on sills, rafters, etc.?	( )	( )
Is material piled or equipment standing so as to block fire exits or fire fighting equipment?	( )	( )

ES-314 (11/64)

NEW JERSEY DEPARTMENT OF LABOR AND INDUSTRY
Bureau of Engineering and Safety
Safety Advisory Program

INSPECTION CHECK LIST

FIRE PREVENTION

	YES	NO
Are smoking areas approved?	☐	☐
Are "No Smoking" signs posted in unauthorized areas?	☐	☐
Are flammable liquids in safety containers	☐	☐
Are containers holding substances that are a hazard properly labled?	☐	☐
Are flammable liquids limited to daily supply?	☐	☐
Do drums contain self-closing draw-off faucets?	☐	☐
Do outside storage tanks containing flammable liquids have dikes?	☐	☐
Are inside flammable liquid storage rooms sufficiently ventilated?	☐	☐
Are fire doors self-closing	☐	☐
Are hazardous operations isolated?		
Are all containers from which flammable liquids are poured grounded?	☐	☐

FIRE PROTECTION

	YES	NO
Are sufficient fire extinguishers provided?	☐	☐
Are the proper type fire extinguishers provided?	☐	☐
Have personnel been instructed in use of fire fighting equipment	☐	☐
Are fire extinguishers up to date in spections? (maximum; one year)	☐	☐
Does sprinkler system cover all areas?	☐	☐
Is there a minimum clearance of 18" under sprinklers?	☐	☐
Are sprinkler control valves clear?	☐	☐
Are sprinkler heads free from corrosion?	☐	☐
If sprinkler system is not in a heated room is it a dry system or does it contain anti-freeze?	☐	☐
Are sprinkler valves open?	☐	☐

ES-315 (11/64)

NEW JERSEY DEPARTMENT OF LABOR AND INDUSTRY
Bureau of Engineering and Safety
Safety Advisory Program

INSPECTION CHECK LIST

TRANSMISSION MACHINERY GUARDING

	YES	NO
Is rotating shafting completely enclosed?	☐	☐
Are keyways and set screws covered?	☐	☐
Are pulleys free from cracks, chipped rims, or missing spokes?	☐	☐
Are exposed belts guarded? (V belts) (Flat belts)		
Are powered operated gears completely enclosed?	☐	☐
Are chain and sprockets completely enclosed?	☐	☐
Are machine's operating controls properly identified? (On - Off) (Go - Stop) etc.		
Are machine's operating controls in good repair?	☐	☐

METAL WORKING MACHINES

	YES	NO
Are shields provided to minimize danger from flying particles of metal?	☐	☐
Is brush available to brush metal chips?	☐	☐
Is a tool rack available?	☐	☐
Is the lighting in good repair?	☐	☐
Is the machine operator not wearing long sleeves, necktie, or other loose apparel?	☐	☐
Does the operator have safety glasses?	☐	☐
Is working platform in good repair?	☐	☐
Is working platform free from slipping or tripping hazards?	☐	☐

ABRASIVE WHEELS

	YES	NO
Is grinder free from vibration?	☐	☐
Is spindle end guarded?	☐	☐
Does grinder have work rest?	☐	☐
Is work rest adjusted to within 1/8 inch of wheel?	☐	☐
Does Grinder have eye shield?	☐	☐
Is eye shield in good condition?	☐	☐

INDUSTRIAL TRUCKS

	YES	NO
Does lift truck have back guard in position?	☐	☐
Is canopy guard in position?	☐	☐
Do the brakes work properly?	☐	☐
Does the horn work?	☐	☐

MISCELLANEOUS GUARDING

	YES	NO
Are compressed gas cylinders chained or strapped?	☐	☐
Are fan blades guarded?	☐	☐
Do portable straight ladders have safety shoes?	☐	☐
Are hand rails in good repair?	☐	☐
Are power circular saw blades guarded?	☐	☐
Is the machine emergency shut-off device in good repair?	☐	☐

9

EVALUATION OF ON-THE-JOB TRAINING

The value of any program of education can be established only through constant critical examination and measurement. Measurement of a student's achievement in a "regular" high school class is relatively easy. Local, State and national norms are available as "measuring sticks". Simple tests administered in class are a guide. Even in the Industrial Arts classes testing and rating is relatively easy. On the other hand, measurement of success in a work-study program is more complex and places a greater burden of responsibility on the Coordinator. The Coordinator in such a program, must develop criteria of evaluation that effectively measure the student's progress in school, at work and his general social growth.

While the teacher-coordinator will teach only "related subjects" at school, he will keep himself completely posted on student progress in all school work. Moreover, he will constantly be curious about the student's general behavior in school. ONE MEASURE OF ACHIEVEMENT IS THE ATTITUDE OF FACULTY TOWARD THE CO-OP STUDENT. The Coordinator should be pleased to find student-trainees doing better in all academic areas because of the motivation of knowing where they are going. Dated notations of school progress (by subject and teacher) should be made part of the trainee's file.

The employer shares in the responsibility of evaluating student achievement. He must join the Coordinator in rating the social development of the trainee. Both Coordinator and employer observe the student's adjustment to the job and to the people around. How does he get along with his fellow workers? Is he accepted as part of the group (as a worker, socially)? How does he react to the "kidding" and "friendly pranks", etc.? How does the trainee react to authority? Is he willing to work? Does he accept instructions from his trainer and others? It is important to note the student's appearance and personal bearing on the job. It must be remembered that the employer's evaluation of the student is subjective and may not necessarily reflect the sentiments of the person directly responsible for the training or the co-workers. This evaluation can be supplemented by the Coordinator's personal observation and by conversations with the trainer and co-workers, who are with the trainee during the entire work period. This may be done discreetly during a routine supervisory visit. DO NOT ANTAGONIZE THE EMPLOYER.

To evaluate a student's progress on the job a standard rating sheet should be used. This assures rating in the same categories for all trainees by all employers. It further serves as a check list to assure that all important characteristics are rated. Finally, the properly executed rating sheet serves as a dated and signed permanent record for the trainee's file.

To arrive at a true measure of the success of a vocational training program, one must know the number of students who successfully entered the field of work for which they were trained. To this end it is the duty of the Coordinator to conduct follow-up studies of graduates of his program. The graduates cooperation in this effort will certainly be in direct proportion to the rapport established during the training period.

Progress Report on ______________________________

Company ______________________________

Job Description ______________________________

PERFORMANCE ON JOB

Please indicate your estimate of this student-learner by placing a check mark in the proper column.	ABOVE AVERAGE	AVERAGE	NEEDS IMPROVEMENT
Applies Knowledge Acquired			
Ability to Perform Required Skills			
Meets Requirements for Accuracy (Limits, Finish, Detail)			
Produces Required Amount of Work			
MAINTENANCE OF WORK AREA			
Maintain an Orderly Work Area			
Respect for Tools, Materials, and Equipment			
PERSONAL QUALITIES			
Cooperation with Supervisor and Co-Workers			
Attendance - Punctuality			
Observes Health and Safety Practices			
Resourcefulness (Ability to Solve Problems)			

Evaluated by ______________________ Date________19____

Coordinator's Signature ______________________ Date________19____

Good Work Habits

STUDENT
RESPONSIBILITIES
ADHERENCE TO BOTH SCHOOL & PROGRAM RULES & REGULATIONS

"SAMPLE GUIDELINES"
TO BE PASSED OUT TO ALL STUDENT-LEARNERS

In this type of work, where the employer, the school and the student are all concerned and cooperating together, it is absolutely essential that certain guidelines be observed. The employers have certain work which must be done, and they are employing you with pay to do it. The school has a central role in this arrangement. The student is preparing himself for his life's work and making a reputation and record which will follow him the rest of his life. It should, therefore, be understood from the beginning that all students are expected to fulfill their responsibilities to the school and to their employer. You are representatives of the school, your actions reflect not only on yourself, but also on the C.I.E. program at the High School.

1. PUNCTUALITY - The employer expects you to report to work at a given time. Failure to do so may cause other employees to work overtime or may result in other serious inconveniences.

2. RESPONSIBILITY - If you are ill, you must call your employer and the school and inform them that you cannot report. This must be done before 9 a.m. in order to give them time to make other arrangements. Only serious emergencies and illnesses can be considered a legitimate cause for remaining away from work or school, and you may not work in the afternoon if you were absent from school that morning.

3. HONESTY - Deviation from honesty will not be tolerated and will immediately sever your relationship with this program. The effect that this would have on your chance of obtaining future employment can readily be seen.

4. TRAINING STATIONS - No student working under the program may sever connections with his employer without the consent of the program coordinator. Speak to the coordinator about any difficulty arising in regard to the work (pay, hours, etc.) and any other problem you might have before discussing it with your employer.

   Unsatisfactory job assignment -- When a state approved work station proves to be something less than satisfactory, or if the student-worker is having serious adjustment problems, a change will be made as soon as possible.

5. PERSONAL - All students must conform to the dress regulations of the school and their places of employment. Pay particular attention to neatness and safety.

6. REPORTS - It is the responsibility of the student to obtain and complete wage and hour report forms. These forms are required by the State Department of Education and the Labor Department.

7. SCHOOL REGULATIONS - At the end of your regular class day, leave the building promptly. Also bear in mind that school disciplinary action will have precedence over the work program.

8. VACATIONS - The school will have scheduled vacations when your employer does not. Your obligation in this regard is to your employer and you must meet his work schedule. Snow days are not recognized by business as a legitimate reason for missing work.

9. SAFETY -
   1. The student-worker is responsible for providing his own protective clothing, if his employer does not provide it, including work shoes, if required.
   2. All student-workers must wear safety glasses around moving machinery.

10. DRIVING HABITS - Transportation is a vital aspect of your enrollment in Cooperative Education. If you drive a car, it is expected that you will obey all moving and parking rules and regulations that apply both on and off school grounds.

11. SCHOOL ATTENDANCE AND PUNCTUALITY - Regular attendance and punctuality in school is expected. Absence and tardiness, when not excusable and/or avoidable, cannot be tolerated and will jeopardize your enrollment in the program.

12. EVALUATION - You will receive an evaluation which will be the combined results of related class and on-the-job training.

I fully understand the above guidelines and will comply with them.

____
Student-Trainee

10

RELATED CLASS

Each student-learner must receive a minimum of 200 minutes of related class instruction per week. These 200 minutes must include specific related information as well as general. The Coordinator is also responsible for related safety instruction which should be incorporated in virtually every lesson. The methods and techniques regarding the instruction of the related class will vary with each individual Coordinator.

Listed below is an outline of suggested units as presented in the C.I.E. Related Class Manual.

- Program Orientation
- Safety
- Knowing Yourself
- Career Planning
- Getting a Job
- Labor
- Business
- Planning a Budget
- Communications
- Job Analysis
- Student Learning Contract

In devising a total curriculum for C.I.E. students, the key word is FLEXIBILITY. Each student must be scheduled for state and local mandated subjects, usually English, Social Studies and Physical Education. The related class is usually scheduled for one period a day. According to the individual needs of students, certain allied subjects might be in their schedules. These might include drafting, shopwork, business subjects, mathematics and science.

C.I.E. RELATED CLASSROOM FACILITIES

If possible, a separate classroom should be available for Cooperative Industrial Education. Since a large share of the C.I.E. student's time is devoted to work related to his afternoon training opportunity, the classroom facility should be the type of room that stimulates activity. The facility should contain flexible seating, and should have room to store textbooks, workbooks, various forms of visual aids, filing space, and other teaching devices. (The diagram on the following page represent ideal classroom layouts for related instruction).

A student may work alone or may work in a group with similar job interests. Materials for job related instruction should be readily accessible. A bulletin board, a chalk board, individual and small group tables, and appropriate seating are necessary. A separate research and study area would be very beneficial.

The C.I.E. Coordinator should have a separate office adjacent to the classroom. The office should include space and pr[illegible] for individual counseling, telephone communication, record-keeping, space for secretarial work, etc. A separate conference room is desirable for meetings with various groups and student committees, as well as consultation with employers, parents and faculty members.

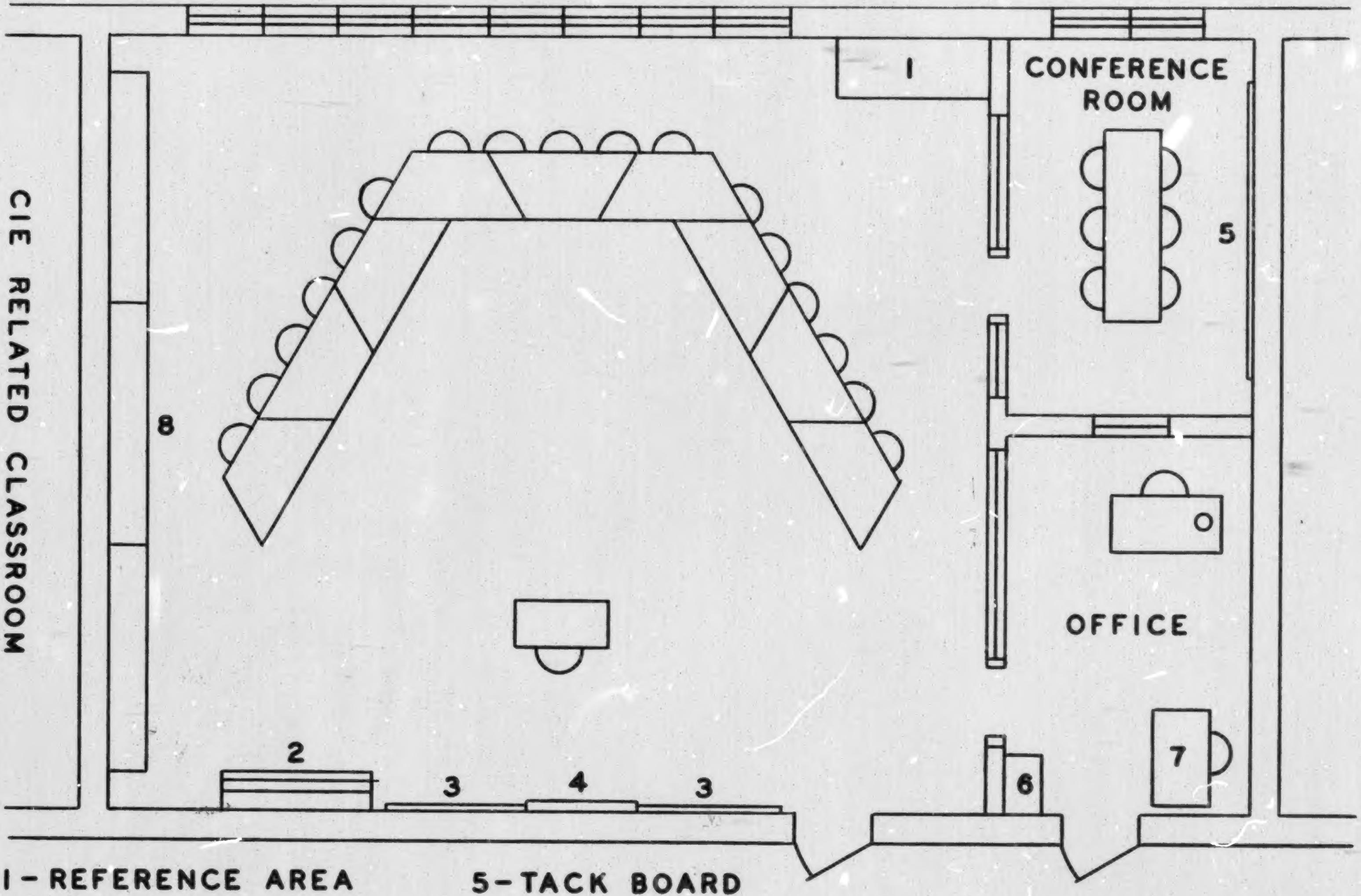
Audio-visual and other instructional aids should be readily available in the classroom. Dark windows, a motion picture screen and suitably placed electrical outlets are essential to supplement instruction. Adequate storage facilities in the classroom are needed for instructional materials and equipment. There should be some provision for filing space for student folders, and/or notebooks, and cabinet space for textbooks, study guides, workbooks, and programmed materials.

A conventional type of classroom can be used for unit-type related class instruction. C.I.E. programs should have movable furniture to accommodate both individual and small group instruction. When a classroom is shared, additional storage space is required so that all instructional materials can be housed in that room. Other groups in school that could use the same classroom are: (1) Special Education classes;

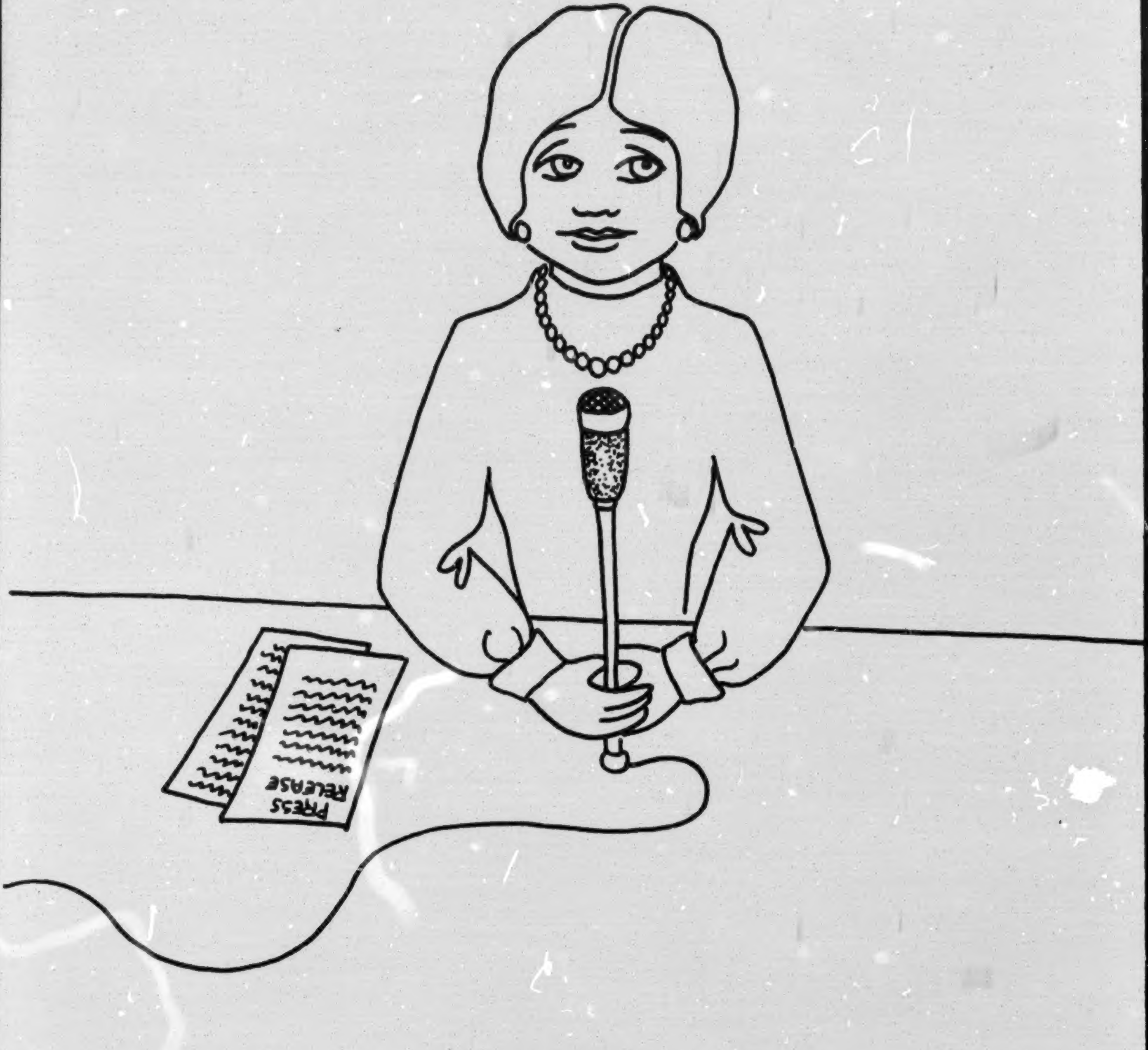
(2) Shop Instruction classes; (3) Other Cooperative Education classes. An instructional area in a shop can be utilized for C.I.E. related instruction. Mechanical Drawing rooms could be used; however, the furniture is not always adaptable to desirable C.I.E. related class instructional activities. If the teacher-coordinator's office does not adjoin the classroom, a book truck can be used to transport material from the office.

We have attempted to describe some ideal related classroom set-ups. A Coordinator may not be fortunate enough to have some of these facilities. He should be working towards an ideal situation, and be ready with a definite plan when renovation, or new school construction is being considered. For further reference on the Related Class refer to the "Related Class Manual" published by the Center for Occupational Education, Jersey City State College, June, 1972.

CIE RELATED CLASSROOM



1-REFERENCE AREA
2-PERIODICALS
3-CHALKBOARD
4-SCREEN
5-TACK BOARD
6-FILE
7-TYPING DESK
8-CABINETS



Public Relations

11

PUBLIC RELATIONS

INTRODUCTION - PUBLIC RELATIONS

"Have or have not" is certainly not the question when we are talking about public relations in the field of Cooperative Industrial Education. When it comes to this particular area we as coordinators have no choice. Our choice can only lie between effective and ineffective relationships with the public and the success of our program will be determined by the choice we make.

The progress of C.I.E. programs in this State hinges upon the attitudes of the public and its willingness to support the program. A well executed plan of public relations cannot guarantee good will - but it can assist immeasurably in securing public acceptance and support without which Cooperative Industrial Education cannot function.

PUBLIC RELATIONS - GUIDELINES

I. Community
    A. Establish an Advisory Board
        (see unit on Advisory Committees)
    B. Survey the immediate areas to determine the supply and demand of the various trades
        1. Canvass the classified sections of the local newspapers

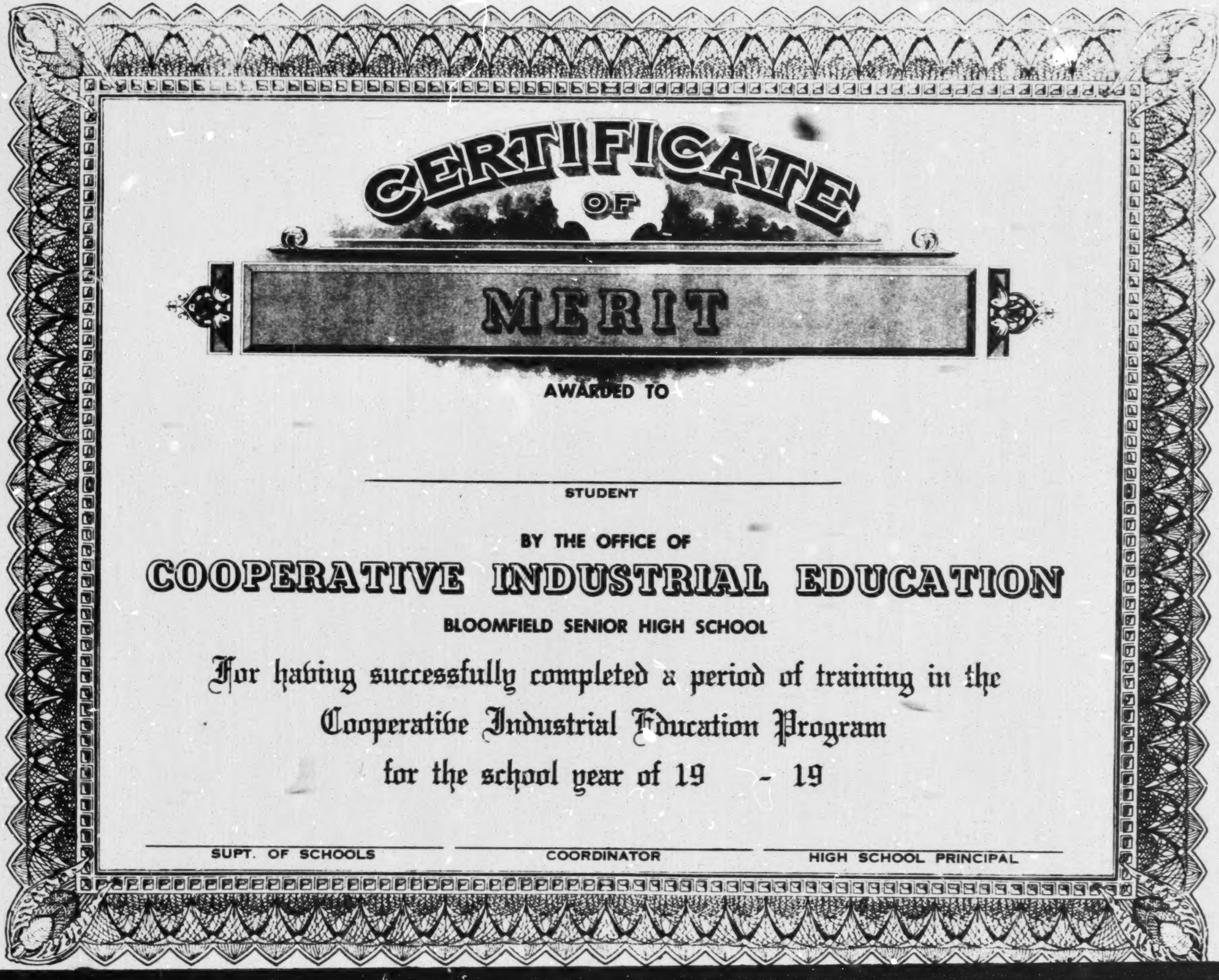
    2. Contact the Chamber of Commerce
    3. Contact union representatives in immediate areas.
  C. Develop community awareness of the program.
    1. Publication of program in the local papers
    2. Presentations to:
      a. local service groups
      b. local civic groups
      c. local Chamber of Commerce
      d. P.T.A.
    3. Develop and distribute program brochures together with a standardized introductory letter to selected business and industrial sites.
      a. bulk mailing
      b. hand delivery by students
      c. distribution during presentation assignments
    4. Utilization of local radio stations and T.V.

II. School
  A. Making the faculty aware of the program
    1. Presentation to the faculty at the first general meeting before school opens in September.
      a Brief follow-up report regarding former C.I.E. graduates - include success stories.
      b. Brief report on summer activities
      c. Emphasize the significance of faculty support and cooperation throughout the school year.
    2. Presentation to the guidance department (high school)
      a. Should be familiar with all aspects of the C.I.E. Program.
      b. Describe the type of student that is best suited for the C.I.E. Program.
        1. IQ
        2. Mechanical ability (DAT scores)
        3. Absentee records
        4. Discipline Record
      c. Scheduling of related classes
      d. Issuing of credits
      e. Procedures to follow when a student is dropped from the C.I.E. Program
      f. Procedures to follow when a student is laid-off from work
    3. Presentation to shop teachers
      a. Explain how the shop courses could act as feeder courses for the C.I.E. Program
      b. Discuss the possibility of utilizing C.I.E. students as guest speakers in the various shops

4. Coordinator should play a significant role in the Introduction To Vocations Program
    a. Make students aware of the C.I.E. Program
        1. Type of student
        2. Curriculum he or she should follow (Specifically shop courses)
    b. Field trips to local training stations (See the program in action)
    c. Successful C.I.E. graduate presents his success story.

B. Making the students aware of the C.I.E. Program at the High School level
    1. Publicize program on bulletin boards in school
    2. Publicize program in the school newspaper
    3. Establish a vocational assembly and present the C.I.E. program to the entire student body
        a. Slide presentation - showing the students at work on-the-job
        b. Select a participating employer as a guest speaker
        c. Select a former C.I.E. graduate - success story
    4. Meet with interested students, in scheduled small groups, in order to answer important questions.

III. Bonus Activities
    A. Employer - Employee recognition banquet
        1. C.I.E. students, participating employers, President of the Board of Education, Superintendent of Schools, Principal of the High School, Coordinator and Guidance Department Chairman should be invited to attend the banquet.
        2. C.I.E. students and coordinator should plan the banquet - including the printing of invitations and banquet brochures
        3. Secure a guest speaker
        4. Presentation of Certificate of Appreciation for employers and Certificate of Merit for students
        5. Solicit funds for the banquet from C.I.E. students, employers and the Board of Education
    B. Student Awards
        1. Selected Senior C.I.E. students are presented awards during school assembly



CERTIFICATE OF MERIT

AWARDED TO

STUDENT

BY THE OFFICE OF

COOPERATIVE INDUSTRIAL EDUCATION

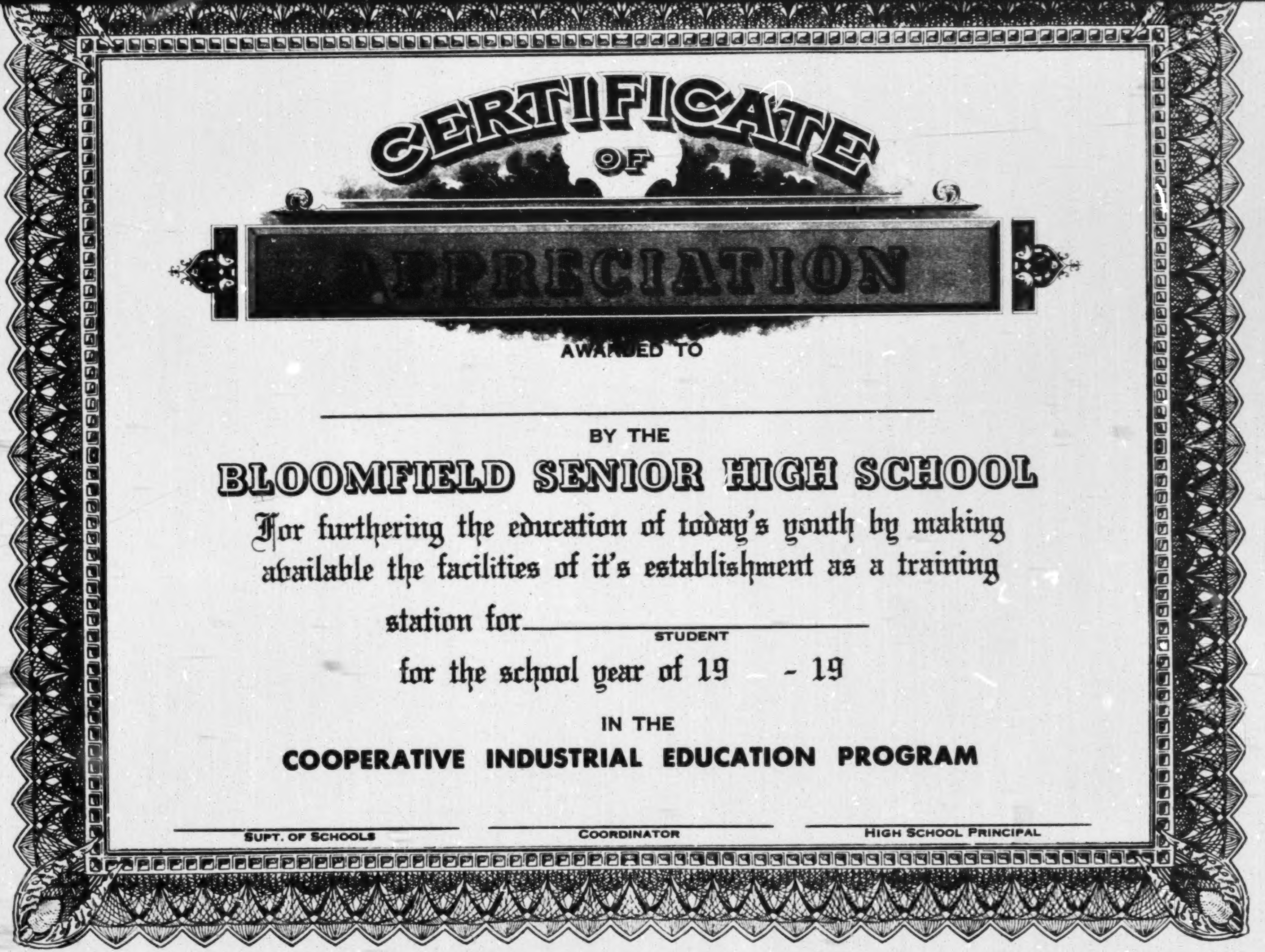
BLOOMFIELD SENIOR HIGH SCHOOL

For having successfully completed a period of training in the Cooperative Industrial Education Program for the school year of 19 - 19

SUPT. OF SCHOOLS

COORDINATOR

HIGH SCHOOL PRINCIPAL



CERTIFICATE OF APPRECIATION

AWARDED TO

____

BY THE

BLOOMFIELD SENIOR HIGH SCHOOL

For furthering the education of today's youth by making available the facilities of it's establishment as a training

station for ______________________
STUDENT

for the school year of 19 - 19

IN THE

COOPERATIVE INDUSTRIAL EDUCATION PROGRAM

______________ SUPT. OF SCHOOLS
______________ COORDINATOR
______________ HIGH SCHOOL PRINCIPAL

12

ADVISORY COMMITTEE

The primary purposes of having a school sponsored citizens advisory committee are:

1. To fulfill the obligation of the state plan.
   Item 9.23 (a) of Part I Administrative Provisions (State Plan for Vocational Education) (PL. 90-576) states:
   (a) Advisory Committees
   A total, or area, advisory committee shall be established to advise the local education agency consisting of representatives from employment agencies, labor, business, employers and other community agencies in identifying suitable jobs for persons who enroll in cooperative work-study programs.
2. To provide a vehicle by means of which the citizen of a school district can participate effectively in school affairs.
   The scope of involvement may include, but **not be** limited to, the mobilization of an informed public needed for developing and maintaining sound progressive educational programs for all the people of the community.
3. To act as a sounding board for new ideas.

The following is an extraction for Dr. Morton Shenker's book Advisory Committees for Cooperative Education Programs.

ORGANIZATION OF COMMITTEE

ROLE OF THE INSTRUCTOR COORDINATOR

In order to utilize the advisory committee most effectively in the pursuit of the goals of the program, the instructor-coordinator must:

1. Familiarize the committee with all facets of the program;
2. Solicit the advice and assistance of the committee.
3. Acquaint the members with the purpose and the duties of the committee and insure that the committee acts accordingly;
4. Anticipate the problems and needs of the program, planning advisory committee meetings for specific purposes, directed toward promoting and developing the cooperative education program;
5. Submit the cooperative education program to an evaluation by the advisory committee;
6. Serve as the secretary to the advisory committee as a non-voting member, recording, maintaining, and distributing the minutes;
7. Notify the members and the delegated school authority (Principal and/or superintendent) of the meeting date, time, and place; and,
8. Provide the advisory committee members with an agenda of next meeting, preferably a week in advance.

The instructor-coordinator would be considered the liaison between the school and the community.

APPROVAL AND INVITATION

Authorization for the formal organization of an advisory committee should be obtained from the local board of education. In the recommendation that goes to the local board, the initial approval for an advisory committee should designate the person authorized to invite and appoint members.

The final selection of members can rest with the school board or it can be delegated to the superintendent of schools or to the school principal. Before preparing a list of prospective committee members, for the person who is given this authority, the coordinator should, first of all, contact a prospective member in order to determine his willingness to serve on such a committee. The superintendent should then contact by letter or telephone the prospective members for their acceptance.

There are various reasons why the board of education or its representatives should have the final word in selection:

1. There is the effect of concomitant prestige; and,
2. Establishment of this method of appointment helps to minimize any apprehensions the board might have about its authority being usurped.

LENGTH OF SERVICE

Members should be appointed for a definite term, usually from one to three years. In order to provide continuity of experienced members on the committee, initial appointments can be staggered. As a result, each year members with new ideas and enthusiasm can revitalize the program. If the instructor-coordinator desires to retain the services of an interested and effective member, he should strive to have this member reappointed, for much of the effectiveness of the committee will depend upon the unfailing interest of its members.

NUMBER OF MEETINGS

The instructor-coordinator should schedule as many meetings as necessary in order to broaden and develop the cooperative education program. During a program's initial stages of development, more frequent meetings may be desirable. It is suggested, however, that the advisory committee meet at least two or three times during a school year in order to realize the committee's objectives.

COMMITTEE STRUCTURE

With the approval of the superintendent and/or principal, a Chairman should be appointed by the instructor-coordinator. Sub-committees should be formed as needed, utilizing the particular talents and resources of the committee members. Possible sub-committees may include:

1. Steering committee,
2. Budget committee, and,
3. Business relations committee

More sub-committees may be formed, suggested by the on-going activities of the individual advisory committees.

STEERING COMMITTEE

It may be advisable, at the establishment of a new cooperative education program in a community, to appoint a steering committee, approved and appointed by the board of education, for a term of temporary service. The members of this steering committee who prove to be effective may be appointed as members of the permanent advisory committee at a later date. A letter of invitation from the superintendent's office representing the board of education should be sent to all invited members.

Following is a "Suggested Sample" of operating guidelines for establishing and maintaining an advisory committee for a C.I.F. Program. Variations to this guideline can be made by the local school. The main emphasis of course is that an advisory committee be established and be functional.

SUGGESTED SAMPLE

OPERATING GUIDELINES
FOR
ADIVSORY COMMITTEE FOR THE C.I.E. PROGRAMS

ARTICLE I - Name

The name of this committee shall be the Advisory Committee for the C.I.E. Programs.

ARTICLE II - Objectives

The purpose of the committee shall be to act in an advisory capacity to the Board of Education with respect to the following functions related to the Cooperative Industrial Education Programs:

Be a sounding board on new ideas.
Aid in determining standards for student selection.
Help to achieve the objectives of the employment programs.
Support the need of the programs to the Board of Education.
Act as a diplomatic corps for program expansion.
Create goodwill in the community .
Give prestige to the school, programs, and community.
Guide solutions to wage and hour problems.
Help to evaluate the programs and establish standards making the program realistic.
Aid in publicizing the programs.
Serve as a coordinating body for C.I.E. Programs.

ARTICLE III - Membership

Section I - Number of Members

The committee shall consist of 5 to 7 members, some of whom should be from the lay community (former or present employers, or Union representatives), and 7 members of ex-offico status (Superintendent of Schools, High School Principals, Coordinator of Instruction, Vocational Guidance Counselor, Coordinator of Cooperative Office Education Program, Coordinator of Cooperative Industrial Education Program.

Section II - Qualifications for Membership

The lay members of the committee should represent diverse occupations and businesses in the Cooperative Employment Programs and should reflect a sincere interest in advancing cooperative employment programs at the high school level.

Section III - Term of Membership for Other Than Ex-Officio Members

Members will be appointed to the committee for a term of three years.
No member may serve more than two consecutive terms.
One year and half or longer shall be considered a term of office when determining eligibility for re-appointment.

Section IV - Rotation of Membership
One third of lay members shall be replaced each year.

Section V - Appointment of Members
Appointment of new members shall be made by the Board of Education upon recommendation of the Advisory Committee.

Section VI - Attendance
Each member is expected to attend at least 60% of the meetings. In the event such absenteeism is exceeded the Chairman will report the circumstances and the committee will consider whether there should be a replacement nomination.

ARTICLE IV - Officers
Section I - Elective Officers
The elective officers of this committee shall be:

Chairman
Vice Chairman
Recording Secretary

Section II - Chairman
The Chairman of the Committee must be a member of the lay group and must have served on the committee at least one year.

The term of office for the chairman is one year, and he may succeed himself.

The duties of the chairman will include: conducting regular meetings, calling special meetings, and appointing committees as the needs arise.

Section III - Vice Chairman
The vice chairman must be a member of the lay group.
He shall serve in the absence of the chairman.

Section IV - Recording Secretary
The recording secretary shall record the proceedings of the meetings and shall distribute them to the membership and members of the Board of Education.

The recording secretary shall maintain an up-to-date roster of membership of the Advisory Committee.

Section V - Vacancies
In the event of a vacancy in an office, the chairman shall appoint a nominating committee to nominate a replacement to be approved by a majority of those in attendance.

ARTICLE V - Nominations

Section I - Appointment of Nominating Committee

As need arises, the chairman shall appoint a nominating committee consisting of 3 or 4 members, two representing the lay group, and two representatives from the school group.

Section II - Nominating Committees

Nominating committees will serve either of two functions:

To nominate replacements to the committee
To nominate officers

Section III - Nominations for Officers

The nominating committee for annual election of officers shall be appointed in March and shall present its report at the April meeting. Nominations may be accepted from the floor.

ARTICLE VI - Elections

The officers shall be elected at the May meeting and installed at the following meeting.

ARTICLE VII - Meetings

A minimum of six meetings shall be held during the school year.
Special meetings may be called by the chairman.
A two thirds attendance of members shall constitute a quorum.

ARTICLE VIII - Committees

Section I - Standing Committees

There shall be no standing committees.

Section II - Special Committees

Special Committees shall be appointed by the chairman as the need arises.

Section III - Reports

All chairmen of special committees shall report on their activities at each monthly meeting.

ARTICLE IX - Changes in Operating Guidelines

When proposals for changes in the Operating Guidelines are suggested, such proposals shall be voted upon at the meeting following such introduction, and must be approved by a majority of the members present.

Approved: Advisory Committee Meeting, February 6, 1968

Editor's note: This advisory committee can be used in an advisory capacity for many phases of cooperative education, e.g. CIE, COE, and DE.

The operational guidelines of your committee will take on the needs and characteristics of your program.

13

BUDGETARY ALLOTMENT

An effective Cooperative Industrial Education Program requires sufficient funds in the budget to provide necessary services and materials. Adequate services require the Coordinators to have an employment contract which extends beyond the normal teaching contract (which is usually a 10 month contract, from September 1st to June 30th, with the typical school day ranging from about 8 a.m. to 3:15 p.m.). In order to provide more opportunities to young people, and to achieve the best possible training, it is essential that Coordinators provide supervision on-the-job during the Summer, on Holidays, or Saturdays, and often until 6 p.m. on school days; therefore, an eleven month contract would definitely be warranted. To be sure, this does not mean that the Coordinator would only be working eleven months, for his job is never done. He must be dedicated enough to perform above and beyond - to do less would be an injustice to the students. Students are encouraged to work an 8 hour day, where permitted, such as on holidays, Saturdays and in summers. Two outstanding benefits of an 8 hour day include:

1. The student gets a "taste" of a job under very real conditions;
2. Practically speaking, employers can benefit from full production under full-day working conditions.

Adequate funds for services in C.I.E. should include time and money for trips to State Department meetings and workshops, as well as those conducted by other appropriate agencies, organizations, institutions, etc. Effective coordination of the many facets of C.I.E. require one to keep in constant touch with other coordinators, State Department supervisors, Jersey City State College (as the newly designated service organization to C.I.E. in particular) and other resource people that can present the latest developments regarding materials and services. Workshops often are the medium that provide the atmosphere to initiate these contacts and secure information.

When applying for Federal Vocational Education funds for your program, one should remember the necessity of utilizing a local advisory committee. The New Jersey State Plan for Vocational Education (Part 1, Section 3.21 (b) and the Federal Vocational Education Act Amendments of 1963 (Section 1.23 (f) require that applications for funds be developed in consultation with, and prior to submittal, be reviewed by, a local advisory committee. The advisory committee should be appointed by whatever official body is responsible for the proposed program. The committee should consist of five to seven members and be broadly representative of employers, organized labor and the general public. The committee members should be persons whose job responsibilities and experience are appropriate for the particular program being proposed. This group may serve as an Ad Hoc committee which after approval of the program is replaced by a permanent committee; or the same group may continue to function after the approval of the program.

SUGGESTED PARTICIPANTS

1. Local advisory Council members involved in Vocational Programs.
2. Community Leaders (agencies, organization, groups).
3. Business and Management Representatives.
4. Labor Representatives.
5. Consultants from other outside educational agencies or from other local educational agencies who have had experience in planning or conducting educational or other programs and projects which require planning efforts. Examples: State staff representatives, teacher educators, professionals from area or from other local districts, members of planning boards, etc.
6. Student representatives.

A "Statement of Assurance" that an Advisory Council has been formed, as well as a list of names and affiliation of the members, must be maintained on file in the office of the LEA. This document is not to be submitted with the application but the State reserves the right to request the LEA to present it for review at any time.

A more detailed description of forming and utilizing an effective advisory committee will be found in the chapter on Advisory Committees.

Proper physical facilities for office and classroom related class materials, and sound instructional techniques all require additional funds. A local educational agency has a commitment to provide the best possible learning opportunities for each and every young person. Through the Co-op program, the opportunities for training, for initial employment after high school, expand enormously. It can include every trade and industrial occupation that can realistically provide training for young, inexperienced, teenage youngsters. The cost of providing equivalent training in the local public schools would be staggering. Actually, the training could never be duplicated since it would not include the real-life, on-the-job work experience.

A Cooperative Industrial Education program requires sufficient funds to operate effectively. Proper training and sound related educational experiences are essential ingredients for the success of the program. One of the most important duties of the teacher-coordinator is to insure that the proper authorities are made aware of the necessity for adequate financing of C.I.E. as well as other educational programs.

CITIZENS' ADVISORY COMMITTEE
STATEMENT OF ASSURANCE

THIS FORM IS TO REMAIN ON FILE WITH THE LOCAL EDUCATION AGENCY

CITIZEN ADVISORY COMMITTEE

Responsible for Reviewing Application Prior to Submission and Advising Program Upon State Approval

1. School served ____

____
(address)

2. Vocational-Technical Program (Check)

_____ Agriculture
_____ Cooperative Vocational Education
_____ Distributive Education
_____ Employment Orientation
_____ Health Occupations
_____ Home Economics Occupations
_____ Homemaking & Consumer Education
_____ Industrial Arts
_____ Introduction to Vocations
_____ Office Occupations
_____ Technical Education
_____ Technology for Children
_____ Vocational Guidance & Counseling
_____ Vocational Industrial Education
_____ Other (describe)

3. Type of Committee (Check)

_____ General Advisory Committee--assist in the development and maintenance of the entire vocational program of a school or school district.

_____ Departmental Advisory Committee--serve one occupational area in a vocational school or the vocational department of a comprehensive high school.

4. Provide an Advisory Committee Roster and indicate affiliation by selecting the proper numeric code below.

	Name	Term	Representing (Select numberic code below)
Chairman			
Secretary			
Other members			

1. Education
2. Retailing
3. Industry
4. Small Business
5. Government
6. Labor
7. Banking & Finance
8. Vocational-Technical Student
9. Vocational-Technical Alumni
10. Cooperative Area Manpower Planning (CAMPS)
11. Model Cities
12. Other

VICA Club

14

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

Cooperative Industrial Education prepares young adults for successful wage earning employment and to become better employees.

Practically all workers in the labor market today are "social-beings" on the job as well as in the home and community. The success of these wage earners depends upon social development, as well as upon skills and technical knowledge. It is important, therefore, that young people who are preparing for employment be provided the opportunity to develop the social graces needed to get along with other people.

The basic philosophy of any youth organization is to provide a vehicle for individual improvement through club activities. The Vocational Industrial Clubs of America (VICA) is the national youth organization that serves students enrolled in vocational trade; industrial, technical, and health occupation programs.

The concept behind VICA is to develop the "whole student" -- his social and leadership abilities, as well as his skills. Each student participating in VICA has a chance to develop through a number of programs.

LEADERSHIP TRAINING

VICA emphasizes the student's ability for leadership, his ability to inspire and guide others to productive activity. National VICA offers these specific leadership training activities:

- Leadership awards through the "Vocational Initiative and Club Achievement Program". (The student is evaluated on his total performance: skill development and personal development.)
- Leadership Development Publications, most notable -- the VICA Magazine. (Material for VICA is chosen to interest and inspire trade, technical, health, and industrial oriented youth.)

The State Associations of VICA offers these specific leadership training activities:

- Annual State Convention attended by members and delegates from each local club.
- Annual Fall Leadership conference for local club officers.
- State VICA Newsletter reporting on local club activities throughout the State.
- Publications on leadership training.

VOCATIONAL INITIATIVE & CLUB ACHIEVEMENT PROGRAM

The Vocational Initiative and Club Achievement Program is designed to motivate students and provide a means of recognition for performance. A VICA member develops in two important areas: as a worker through his skill training program, and as a leader and good citizen through VICA. The VICA Program offers recognition that will stimulate a desire for learning in both areas and is based on a structure advancing these two areas. The words "Vocational Initiative" are applied to the Industrial Degree and "Club Achievement" to the Leader Degree.

The Vocational Initiative and Club Achievement Program is:

- An opportunity for every VICA member to achieve and win recognition for his achievement.
- Designed to encourage excellence in both skill training and club work.

COMPETITIVE ACTIVITIES PROGRAM

Competitive activities, in which students strive for achievement, are an invaluable experience for all young people living in a system of free enterprise and democracy. Competition in skill and personal achievement is encouraged at all levels of VICA. Competitive activities are of two types -- general and occupational. General competition includes the areas of public speaking, parliamentary procedure, safety, ceremonies, and job interviews. Occupational competition in 13 skilled areas would include carpentry, cosmetology, machine shop, welding, automechanics, electronics, and health occupations.

Numerous benefits are derived from competitive activities:

- Personal enrichment through the development of enthusiasm for learning and a sense of accomplishment.
- Recognition of the student's skills and abilities which lead him to appreciate and develop good craftmanship.
- Competition publicity stimulates the interest of students, members of the community and representatives of industry.

DRESS UP VICA COMPAIGN

The "Dress Up VICA" Campaign is an active encouragement of youth to present a neat, good-looking appearance in school and on the job. The official red blazer, or the informal windbraker add to the appearance of VICA youth. White cover-alls and lab coat with the distinguishing VICA emblem in red, white and gold contribute to good looking appearance on the job.

The "Dress Up VICA" Campaign:

- Encourages the wearing of the VICA emblem, giving youth an awareness of its symbolism for dedication to the development of excellence, character and citizenship.
- Gives industrial-technical youth an identity with each other and with common ideals.
- Gives the vocational development of youth a more attractive image along with well-deserved status and dignity.

NATIONAL VICA WEEK

An annual National VICA Week gives VICA members the opportunity to highlight the purposes of the organization and the contributions being made by VICA youth to their school, community and nation.

It is also an opportunity to:

- Interest the community in trade, technical and industrial education
- Attract students to technical training early in their high school lives
- Involve parents and community leaders in the activities of industrial youth
- Emphasize aspects of the VICA program, such as Civic Consciousness
- Create among VICA members a sense of unity of purpose as they work together to carry out special VICA week programs and activities

JOB (JOB OPPORTUNITIES BASES) PROGRAM

The Job Program encourages members to interest other students in industrial training opportunities and to actively recruit among dropouts and non-vocational students. Clubs are urged to become job information centers providing information on in-school training programs and job opportunities after graduation.

Projects tying into the Job Program include:

- An Occupational Needs Survey
- A Job "Fair"
- A Job Information Telephone Listing
- An Occupational Information Library
- An Occupational Information News Column
- A "Youth Job News" Program
- A Youth Employment Service
- A Shop Placement Service
- A Special Assembly Program on Preparing for a Job

The VICA Program can help the C.I.E. teacher in promoting high standards in trade, ethics, workmanship, scholarship and safety. The purpose of VICA is to develop leadership through participation and involvement in worthwhile activities both in the school and the community.

VICA activities are many and varied and the list continues to grow. Some activities that VICA advisors have found to be very successful are:

- visits to industry
- guest speakers
- educational exhibits
- safety campaigns
- needy family projects
- voter registration projects
- school improvement projects
- community fund drives
- community clean-up projects
- employer-employee banquets

These type of activities develop the students' ability to plan together.

Through VICA shy students can grow to become dynamic leaders when they realize that club activities and leadership training fit into their learning goals. Through VICA students can develop a sense of pride, both in their work and in themselves. Through VICA students develop enthusiasm to do something and do it well. Enthusiasm is dedication.

VICA holds the key to a successful C.I.E. Program because VICA works directly with young people in their homes, schools, communities, and on the job; and because VICA has a program national in scope to meet the needs of C.I.E. students. Remember VICA is an integral part of your vocational program; not just another extra-curricular activity.

To learn more about VICA and how the VICA Program can be tailored to meet your specific situation contact:

Richard Van Gulik, Advisor
New Jersey Association of VICA
225 West State Street
Trenton, New Jersey 08625

Telephone 609-292-6564

15

EVALUATIONS

Self-Evaluation

Since the teacher-coordinator is the key to the success of a part-time cooperative work-study program, he should periodically evaluate himself. He must know what is necessary for success and he should take time to check his efficiency in the performance of his duties. The value of his self-evaluation will depend on the degree of objectivity with which it is made. For his own information, and as an aid in good reporting on the program, the teacher-coordinator may rate himself on a private check list. The following list of factors, important to the program, may help the teacher coordinator evaluate his own success:

1. Qualified students are admitted and placed in jobs that afford opportunities for training in skilled occupations.
2. A vocational advisory board or committee has been selected, meets regularly and makes concrete contributions to the program's success.
3. Teachers and school officials understand and support the Cooperative Industrial Education program.
4. Instruction in related-trade theory is taught in accordance with current trade practice and provides for significant growth in the trade knowledge of each student enrolled.
5. Adequate instructional materials and training aids are available for related instruction.
6. Related-trade theory classes provide for meaningful student development in personal, community and occupational knowledge.
7. Coordination between school and work is continuous and systematic.

8. Training outlines of jobs, processes and operations are developed jointly by the coordinator and employer. Training outlines are consistently used to guide the trainees' progress and to determine the selection of related instruction.
9. Students are employed in accordance with all legal requirements and in positions that are suitable environments for health and safety.
10. Open communications is maintained among the administration, faculty, employers and community.

Student Follow-up and Evaluation

It is most important to evaluate the C.I.E. Program in as many ways as possible. It is, therefore, strongly recommended that the C.I.E. trainees be given an opportunity to evaluate this mode of education at the completion of their training in school and at least three years after graduation.

Planning to contact C.I.E. students several years after they leave school should be done prior to the student's graduation. Every coordinator should devise a system that will enable him to complete this follow-up study.
Suggested example: Have student send an annual holiday card to the teacher-coordinator for a 5 year period or have students list relatives that could be contacted for their current address.

To assist in this study, the forms which follow are recommended.

COOPERATIVE INDUSTRIAL EDUCATION PROGRAM

STUDENT FOLLOW-UP AND EVALUATION PROGRAM

Student: ________________ Training Objective ________________

Supervisor: ________________ Employer ________________

Date: June 19____

Vocational Plans after completing C.I.E. Program and graduating High School:

1. Do you plan to continue as a full-time employee with your cooperating employer?
   Check One Yes________ No________

2. If you plan to leave your cooperating employer, do you plan to work in a similar occupation?
   Check One Yes________ No________

3. If not, what occupation do you plan to enter?________________
   Will you serve an apprenticeship in this occupation?
   Check one Yes________ No________

What inquiries and/or contacts have you made regarding employment in this occupation?

4. Do you plan to continue your formal education either now or later?
   Check One Yes________ No________
   If yes, what type of school? Check One
   1. County technical school ________
   2. Private technical school ________
   3. College ________

5. What plans have you made regarding your Armed Forces obligations?

Your evaluation of the C.I.E. Program:

1. How has the C.I.E. Program been of value to you in making vocational career decisions?

   On-the-job experiences:

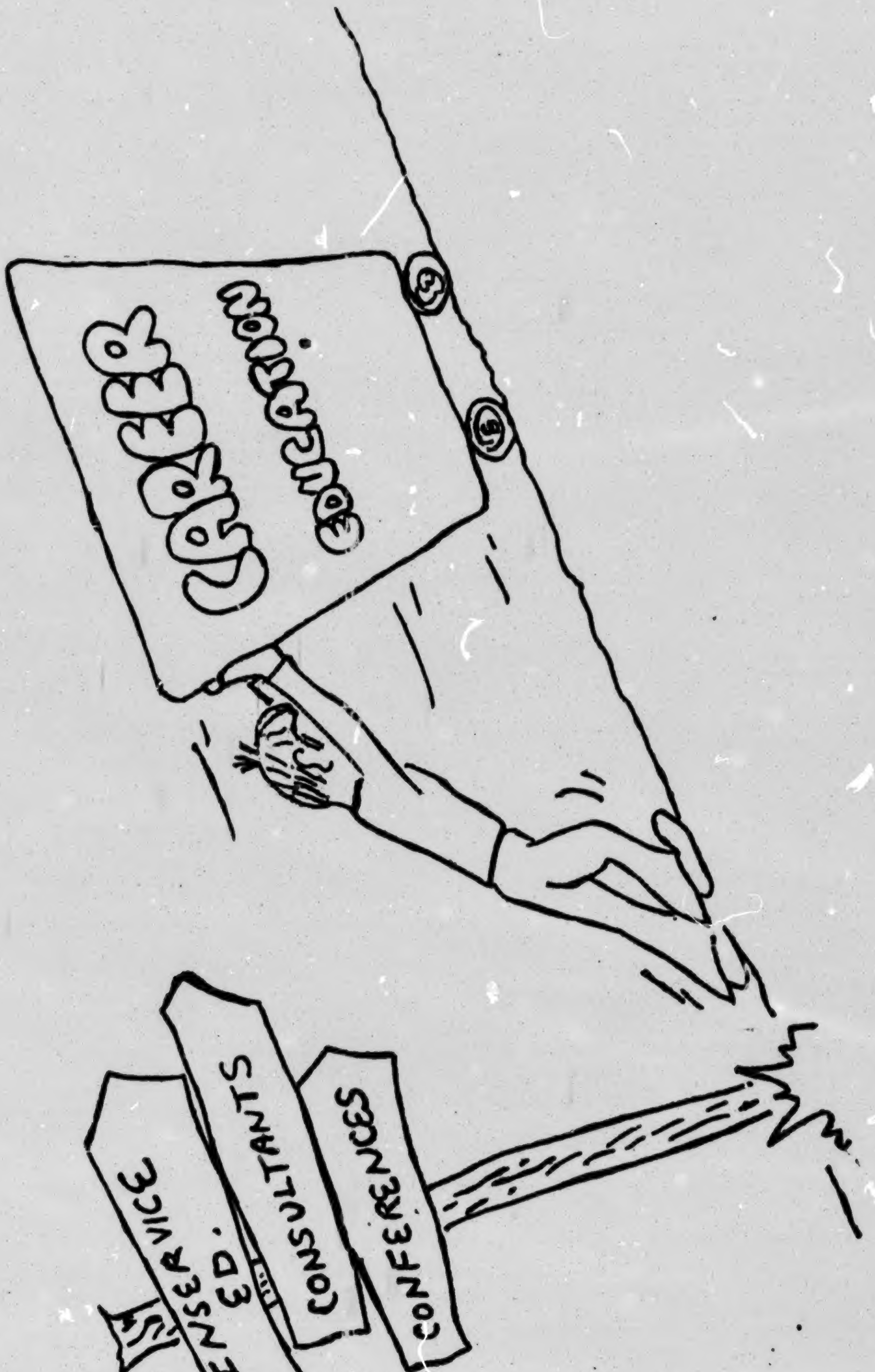
Related information course:

2. How do you think the C.I.E. Program may be improved for future students?

   On-the-job:

   Related information course:

Other comments:


CAREER
EDUCATION
$
$
INSERVICE ED.
CONSULTANTS
CONFERENCES

16

CAREER EDUCATION

Introduction

What has led up the recent emergence of the long-needed, refreshing innovation referred to as Career Education? One way of beginning to answer this question might be to first pose yet another question; one that was asked by the present Assistant Secretary of the Department of Health, Education and Welfare -- Sidney P. Marland, Jr. -- which will help us greatly in attempting to fully comprehend this development: "The question is fairly simple, if we have the courage and creativity to face it: Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire secondary education in order to position it properly for maximum contribution to our individual and national life? (Address given at the National Association of Secondary School Principals' Convention, January, 1971, Houston, Texas)."

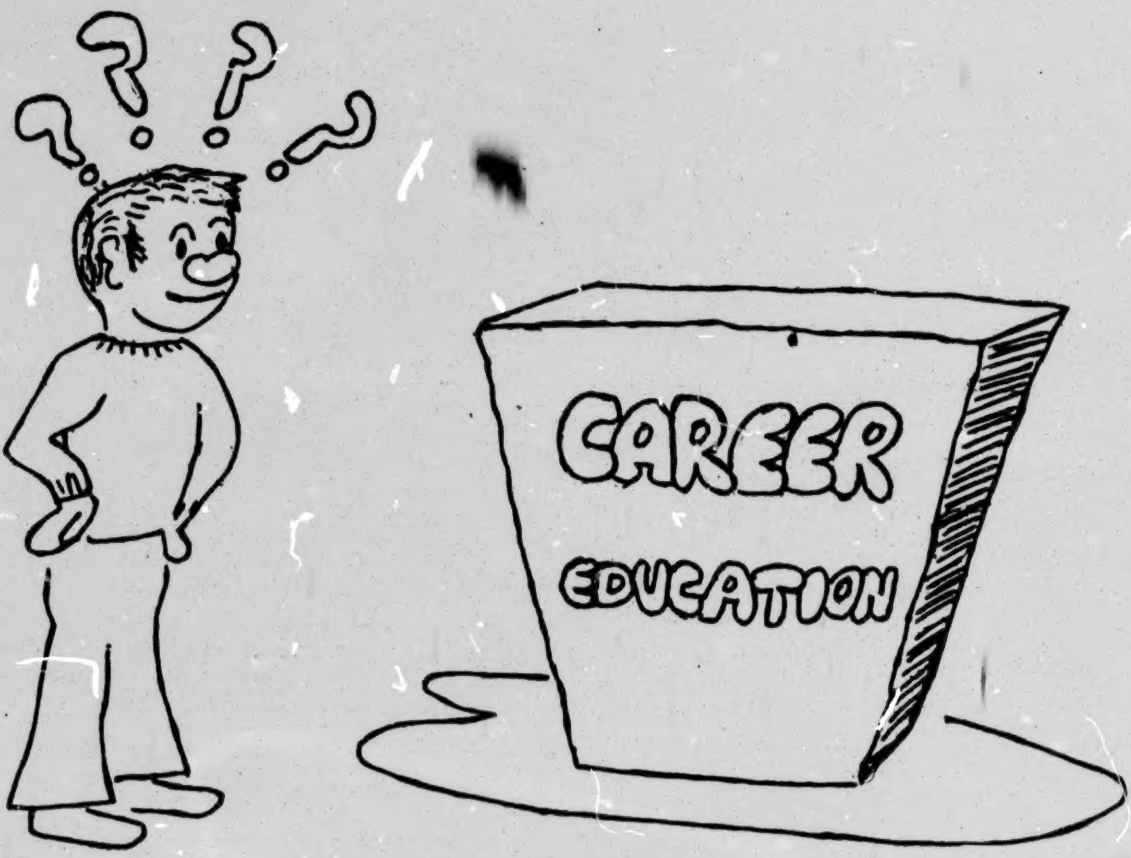
Some of the manifold problems that have become apparent in both our schools and society in general have definitely necessitated that something be conceived of to help bring about a rapid change in a positive direction. Our schools, as socializing agents for the society at large are in trouble and are being held responsible, by some, for many of our nation's ills. Currently, we have the following frightening statistics facing us:

1. That over 750,000 youths drop out of high school each year.
2. That over 750,000 youths are in the so-called general curriculum.
3. That over 850,000 youths drop out of college each year.
4. That the ratio of youth to adult unemployment has risen each year since 1960 (Sixth Report of the National Advisory Council for Vocational Education, June, 1972, p.2).

Our economic condition, to be sure, does not provide us with a much better picture. We will desperately be in need of education for Careers in order to alleviate the problems at hand. The following is only a partial listing of many of the problems that we, in education, must respond to immediately, especially since we in vocational education are for once being looked upon as leaders and change agents. Many even feel that we are the last hope in this endeavor. Now we have the chance to become "first class" citizens along with all others, which is as it should be in a nation that is founded upon equality and freedom. Below are the problems as outlined by Evans and McCloskey:

1. Occupational opportunities and requirements continue to change. So do the types of capabilities involved in effective work.
2. The rate of change is accelerating. Existing occupations become obsolete at a more rapid rate. Types of skills and knowledge required for work in most occupations are changing at a faster pace.
3. Steadily larger percentages of workers change job oftener.
4. Steadily, the work force becomes more mobile. Larger percentages of workers move from one geographic location to another with increasing frequency.
5. Numbers and percents of workers earning incomes in low-skill occupations continue to decline.
6. In a steadily growing percentage of work situations effective performance requires high levels of skill and knowledge.
7. There is a growing similarity between capabilities contributing to on-the-job success and preparation for post-high school training.

8. Unemployment among teen-agers and young adults, especially among poorly educated members of minority groups, is increasing.
9. The geographic locations of specialized industries continue to shift.
10. Variations in national levels of economic activity, national priorities, money supplies, and interest rates continue to cause drastic variations in levels of employment in particular occupational categories in particular localities, states and regions. (Rupert N. Evans and Gordon McClosky, "Rationale for Career Education" (Columbus: The Center for Vocational and Technical Education, The Ohio State University, October, 1972) p. 5. (Monograph)).



WHAT IS IT?

How shall we define the general concept of Career Education, in view of the fact that there is no one general definition in existence? The reason for this is that the U. S. Office of Education did not wish to "cast a model in bronze" for educators to implement, but rather it was hoped that by merely identifying some key points, that it would be developed in different areas to suit local needs. The best of all outcomes would then be synthesized for distribution at a later date. Perhaps a good way to continue would be to let Assistant Secretary Marland speak again, providing a general framework from which to depart - "Career Education is designed to give every youngster a genuine choice, as well as the intellectual and occupational skills necessary to back it up. Career Education is not merely a substitute for 'Vocational Education' or 'General Education', or 'College Preparatory Education'. Rather, it is a blending of all three into an entirely new curriculum. The fundamental concept of Career Education is that all educational experiences - curriculum, instruction, and counseling - should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work (Address given before the 33rd Session of the International Conference on Education, September, 1971, Geneva, Switzerland)." On yet another occasion, the then Commission of Education Marland stated, "Career Education, in sum, would reflect a far broader understanding of the purpose of education in today's highly sophisticated, technical, change-oriented society -- the need not only to fit a person to function efficiently but to make him aware of why he is doing what he is doing ...and to bring relevance to our classrooms for many who, with reason, now find them irrelevant (Address given to the Jefferson County Chamber of Commerce, May, 1971, Harpers Ferry, West Virginia)."

In addition, numerous authors have listed principles, tenets, concepts, components and phases of Career Education. Rather than elaborating in-depth on any of these, the two selected authors provide a good indication of the overall attributes associated with Career Education. It is incumbent upon all of us to further refine new ideas as they pertain to the development of Career Education. We cannot let this "light in the darkness" fade away. Together, we can, and will, make it work. Miller has enumerated the following tenets which are beneficial in providing a firm base:

1. Career education is a comprehensive educational program focused on careers. It begins with the entry of the child into a formal school program and continued into the adult years.

2. Career education involves all students, regardless of their post-secondary plans.
3. Career education involves the entire school program and unites the schools, communities and employers in a cooperative educational venture.
4. Career education infuses the school program rather than provides a program of discrete career education curriculum "blocks".
5. Career education provides the student with information and experiences representing the entire world of work.
6. Career education supports the student from initial career awareness, to career exploration, careers direction setting, career preparation and career placement; and provides for placement and follow-up including reeducation if desired.
7. Career education is not a synonym for vocational education; but vocational education is an integral and important part of a total career education system. (Aaron J. Miller, "Career Education Tenets" (Columbus: The Center for Vocational and Technical Education, The Ohio State University, October, 1972,), pp. 5-8.)

Lastly, there are a number of specific definitions for Career Education that have been proposed, along with one developed in New Jersey which is as all-inclusive and comprehensive as any other that has been recommended. It is as follows: "Career education is an integral dimension of the nursery through adult curriculum which provides for all students a sequential continuum of experiences through which each individual may develop a more realistic perception of his capabilities and prepare him for entry and reentry into employment and/or continuing education. (Patrick Doherty, "Answers to Five Basic Questions About Career Education" (Trenton: New Jersey State Department of Education, April, 1972), p. 1. (Special Paper.)

CAREER EDUCATION

GENERAL AGREEMENT HAS BEEN REACHED ON THE FOLLOWING:*

1. CAREER EDUCATION REPRESENTS ONLY A PART OF AMERICAN EDUCATION.
2. VOCATIONAL EDUCATION REPRESENTS ONLY A PART OF CAREER EDUCATION.
3. CAREER EDUCATION EXISTS FOR THE BENEFIT OF ALL STUDENTS AND IS NOT RESTRICTED TO VOCATIONAL EDUCATION STUDENTS.
4. CAREER EDUCATION REPRESENTS A PROCESS THAT BEGINS IN THE PRE-KINDERGARTEN YEARS AND CONTINUES THROUGH ALL OF ADULT EDUCATION.
5. CAREER EDUCATION INVOLVES EFFORTS OF THE TOTAL SCHOOL AND THE TOTAL COMMUNITY.
6. THE BASIC NATURE OF CAREER EDUCATION REVOLVES AROUND EFFORTS TO MAKE WORK MEANINGFUL, POSSIBLE, AND SATISFYING FOR ALL INDIVIDUALS.

* KENNETH B. HOYT
PROFESSOR OF EDUCATION
UNIVERSITY OF MARYLAND

CAREER EDUCATION

CHARACTERISTICS:

1. ALL STUDENTS LEAVING HIGH SCHOOL ARE PREPARED FOR A JOB OR FURTHER EDUCATION.
2. CAREERS MAY BE STUDIED IN RELATION TO A FIELD OF WORK OR A CLUSTER OF OCCUPATIONS RELATED TO EACH OTHER.
3. THE PROGRAM PROVIDES GENERAL ORIENTATION IN THE ELEMENTARY GRADES, EXPLORATORY EXPERIENCES IN JUNIOR HIGH SCHOOL AND MORE SPECIFIC PREPARATION IN THE HIGH SCHOOL.
4. INTENSIVE GUIDANCE AND PLACEMENT ARE PROVIDED.
5. ACTIVE ADVISORY COUNCILS COMPOSED OF COMMUNITY REPRESENTATIVES MAY BE PART OF A CAREER EDUCATION PROGRAM.
6. INSTRUCTIONAL PROGRAMS INCLUDE CLASSROOM AND LABORATORY ACTIVITIES, FIELD OBSERVATIONS, WORK EXPERIENCE AND ON-THE-JOB TRAINING.
7. CAREER EDUCATION INVOLVES EXTENSIVE USE OF COOPERATIVE EDUCATION.
8. CAREER EDUCATIONS MEETS THE NEEDS OF STUDENTS, SOCIETY, THE ECONOMY AND EMPLOYERS.
9. CAREER EDUCATION PROVIDES KNOWLEDGE AND EXPERIENCES NEEDED IN A TIME OF RAPID CHANGE.

CAREER PLANNING

National Commitment

On the national level, Career Education formally was launched in January of 1971 at a national meeting of the Associations of Secondary School Principals. Much money and manpower was commited to this vital endeavor at that time. In 1972, for example, 114 million dollars was budgeted from Office of Education funds and another 55 million was budgeted for the 1973-74 fiscal year. The monies were appropriated from the following acts; 1) The Vocational Education Act of 1963 and the 1968 Ammendments thereto; 2) The Education Professions Development Act; 3) The Elementary and Secondary Education Act; 4) The Manpower Development and Training Act; 5) The Higher Education Act; and 5) The Adult Education Act.

Since Dr. Marland has become the Assistant Secretary for the Department of Health, Education and Welfare, much more clout has been given him for the implementation of this innovation. The newly created National Institute for Education, under Glennen, has allocated 30 million dollars for further research into and development of Career Education. There has also been a position established as an Associate Commissioner for Career Education.

Major efforts are, of course, related to the four models being developed for Career Education, with the obvious major thrust toward the school-based model. The other three models are to be regarded mainly as alternative models, should the primary one not do all that is expected--for whatever reason. This does not mean that they will be abandoned if they too work, along with the school-based model--they would then be able to compliment it. The other three models are: the employer-based model, the home and community-based model, and the rural-residential based model.

The school-based model has the following objectives and is being developed for grades K-14 in: Mesa, Arizona; Los Angeles, California; Jefferson County, Colorado; Atlanta, Georgia; Pontiac, Michigan; and, Hackensack, New Jersey. The previous year was primarily devoted to curriculum studies and development, teacher training and implementation planning. Currently, some 85,000 students are involved with the implementation of the curriculum. The objectives are:

To insure that students exit school with:

- A sense of purpose and direction
- Self identity and identification with society (and an idea of their relationship)
- Basic skills and knowledge
- A comprehensive awareness of career options and the ability to enter employment and/or further education

The employer-based model is mainly geared to 13-18 year olds and is operated by a consortium of public and private employers. It will make use of employer know-how and their up-to-date equipment and facilities. Students will receive a high school diploma and must, therefore, receive academic instruction on-the-job, as well as receiving skill development. Currently, there are some 100 students being served in: Portland, Oregon; Charleston, West Virginia; Philadelphia, Pennsylvania; and San Francisco, California. The Objectives are:

To insure that students exit school with:

- A sense of purpose and direction
- Self identity and identification with society (and an idea of their relationship)
- Basic skills and knowledge
- Specific skills and knowledge to be on a career path

The home/community-based model is being developed primarily at the Educational Development Center in Newton, Massachusetts. The programs objectives are:

- To increase the employability and career options of out-of-school adults
- To develop transportable processes and products
- To conduct R&D programs aimed at the fractional objectives related to employability and career options

The rural/residential model is attempting to move whole families to training centers and provide skill development and instruction in family living and in academic areas where needed. The project is currently involved with 200 families in Glasgow, Montana. The objectives here are:

- To provide rural families with employment capabilities suitable to the area
- To provide leverage on the economic development of the area
- To improve family living

Other major inputs on the federal level include: the conducting of regional conferences for industry, labor, civic organizations and ethnic groups in order to establish a continuing dialogue; the identification of fifteen clusters of occupations to include the 20,000 + jobs listed in the Dictionary of Occupational Titles. The manufacturing cluster is being developed here in New Jersey by Fairleigh Dickenson University; the sponsering of major national workshops, e.g., a conference for selected Deans of Education held at the Ohio State University; the funding of various independent Career Education projects, etc.

The State Level

The New Jersey Career Education thrust includes the following:

I. County Career Education Coordinators

There are fifteen coordinators at this writing (see list) and plans have been made to increase this number to eighteen. They help initiate and guide new programs. They assist in developing and reviewing applications and proposals. They also make sure that all proper procedures have been met. The Coordinators work hand in hand with top level administrators in the counties, e.g., the county superintendent, county college representatives, local superintendents, principals, etc. They are there to discuss problem areas and to offer advice.

II County Career Education Coordinating Council
It provides a county-wide effort that is specifically designed to promote and foster Career Education in the Local Education Agencies. It reviews present programs and progress and it makes recommendations based upon the above review and a complete assessment of the county's needs.

III The New Jersey Council on Vocational Teacher Education
This is comprised of a number of public and private four-year institutions offering programs in vocational teacher education which is designed to coordinate efforts in order to avoid duplication and to promote the best possible in the way of program offerings through a united, quality-oriented approach.

IV The Specific Program Elements Operating along the K-Adult Continuum Include:*

A. Technology for Children (K-6) Enrichment of classroom experiences, resulting in greater self-awareness, as well as understanding of the importance of work in our civilization.

B. Introduction to Vocations (7,8, and 9) Broad-based "hands-on" occupational explorations aimed at assisting the individual in making decisions based on knowledge about himself and the occupational world.

C. Summer Coupled Work Study (9-11) Employment plus exploratory job experiences through the summer months for non-goal oriented students as an aid in giving students career direction.

D. Computer Information Service (K-12) Computer services aimed at generating a more effective information and retrieval service to students in all areas of Career Development.

E. Intensive Occupational Preparation for 12th Grade Students and Dropouts Short-term entry-level job preparation and job placement for existing, non-goal oriented students.

F. Intensive Educational Orientation-12 Short-term "hands-on" exploratory experience in "next level" educational areas for non-goal oriented graduating students, resulting in placement in educational situations.

G. VIEW (Vital Information for Education and Work) Quick access method for obtaining occupational information for students which has capability of promoting decision-making.

H. Career Resource Center (K-12) Both teachers and students are offered supportive and expanded curriculum information and services including multi-media production, inservice, public relations, reporting, job placement, evaluation.

I. Inservice Career Education Curriculum Development (Teachers and Counselors) The Division of Vocational Education conducts regularly scheduled workshops for counselors, teachers and administrators participating in Career Education projects. Additionally, a number of teacher training institutions offer graduate course work in selected career education area.

J. Third Party Evaluation Contracting for the services of a private firm to make a scientific study of the effectiveness of all elements of the Career Education projects.

K. Job Placement (Age 14-grade 12) Provision of part-time job placement services for non-goal-oriented students who are not functioning in the school setting and may benefit through exploratory job experiences.

L. Career Clubs (7-12) Students explore personal interests, develop abilities and gain knowledge of careers in a club setting coupled with instructional and "hands-on" oriented experiences.

V Career Development According to the State Plan:*

New Jersey's plan, designed to span Nursery through Adult stages, emphasizes career development and draws heavily from extensive New Jersey activity in this direction which began in 1965. Seen as an interdisciplinary effort and designed for maximization of human, fiscal and physical resources, the Career Development process focuses on each individual learner. At the local level, a home-school-community partnership is invaluable for planning and implementation of learning activities that equip learners with the skills, attitudes and knowledges essential for job and/or continuing education.

Two goals pervade the K-Adult career development process:

(A) To identify and assesses interests, abilities, and opportunities as they relate to making meaningful career decisions, through counseling and other services.

(B) To explore and develop individual occupational potential through programs that assist in clarifying self-identity, developing good attitudes, expanding career knowledge and job skills leading to appropriate job placement and/or continuing education.

---

*Taken directly from the New Jersey State Plan For The Administration Of Vocational Education Under The Vocational Education Amendments Of 1968, Part II, Annual And Long Range Program Plan Provisions, 1973-1974, pages 54-56.

> The elementary school represents a period of exploration and self-discovery. Opportunities for self-expression and coping with man-made environment contribute to the formation of individual behavior patterns and an appreciation of the function of work in our civilization.
>
> During the middle school years career exploration, on a more sophisticated level, leads to greater specificity of goals based on expanded knowledge of individual skill potential and greater self awareness.
>
> The high school stage offers opportunities for evaluation, in-depth testing of tentative choices and expanded development of specific job and educational skills in preparation for employment and/or continuing education.
>
> The cumulative effect of the career development process as exemplified through the elementary shcool, middle school, and high school experiences results in expanding the involvement among the student, the school, the home, and the employing community; this expanded involvement contributes to increased benefits and effectiveness in the use of their respective resources.

In conclusion, after one has very carefully examined the goals, objectives and philosophy inherent in the Career Education movement, and has also scrutinized the purpose behind Cooperative Industrial Education and what it has accomplished and, moreover, what it is yet hoping to achieve, one quickly comes to realize that these goals are essentially one in the same. It is definitely to the credit of C.I.E. Coordinators that they have managed to be in the forefront with their programs. What can be more relevant to employment than acutal on-the-job experience? Career information and attitudinal development make up a good portion of the related class.

Further expansion of Career Education cannot proceed without the direct involvement of various coordinators of cooperative programs, especially C.I.E.--it is they who have had the closest ties to the employer, the community and the parents, all essential elements of a successful Career Education program.

NOTE: Some of the materials included in this chapter were taken from a number of presentations delivered by Mr. George Russ, Director of Vocational Teacher Education and Certification, State Division of Vocational Education.

BASIS CAREER EDUCATION ELEMENTS [1]

CAREER EDUCATION ELEMENTS	ELEMENT OUTCOMES
CAREER AWARENESS	CAREER IDENTITY
KNOWLEDGE OF THE TOTAL SPECTRUM OF CAREERS	ROLE OR ROLES WITHIN THE WORLD OF WORK
SELF-AWARENESS	SELF-IDENTITY
KNOWLEDGE OF THE COMPONENTS THAT MADE UP SELF	KNOW HIMSELF--CONSISTENT VALUE SYSTEM
APPRECIATIONS, ATTITUDES	SELF-SOCIAL FULFILLMENT
LIFE ROLES--FEELING TOWARD SELF AND OTHERS IN RESPECT TO SOCIETY AND ECONOMICS	ACTIVE WORK ROLE SATISFYING WORK ROLE
DECISION-MAKING SKILLS	CAREER DECISIONS
APPLYING INFORMATION TO RATIONAL PROCESSES TO REACH DECISIONS	CAREER DIRECTION, HAS A PLAN FOR CAREER DEVELOPMENT
ECONOMIC AWARENESS	ECONOMIC UNDERSTANDING
PERCEPTION OF PROCESSES IN PRODUCTION, DISTRIBUTION, AND CONSUMPTION	SOLVE PERSONAL AND SOCIAL PROBLEMS IN AN ECONOMIC ENVIRONMENT
SKILL AWARENESS AND BEGINNING COMPETENCE	EMPLOYMENT SKILLS
SKILLS--WAYS IN WHICH MAN EXTENDS HIS BEHAVIOR	COMPETENCE IN PERFORMANCE OF JOB-RELATED TASKS
EMPLOYABILITY SKILLS	CAREER PLACEMENT
SOCIAL AND COMMUNICATION SKILLS APPROPRIATE TO CAREER PLACEMENT	EMPLOYED IN LINE WITH CAREER DEVELOPMENT PLAN
EDUCATIONAL AWARENESS	EDUCATIONAL IDENTITY
PERCEPTION OF RELATIONSHIP BETWEEN EDUCATION AND LIFE ROLES	ABILITY TO SELECT EDUCATIONAL AVENUES TO DEVELOP CAREER PLANS

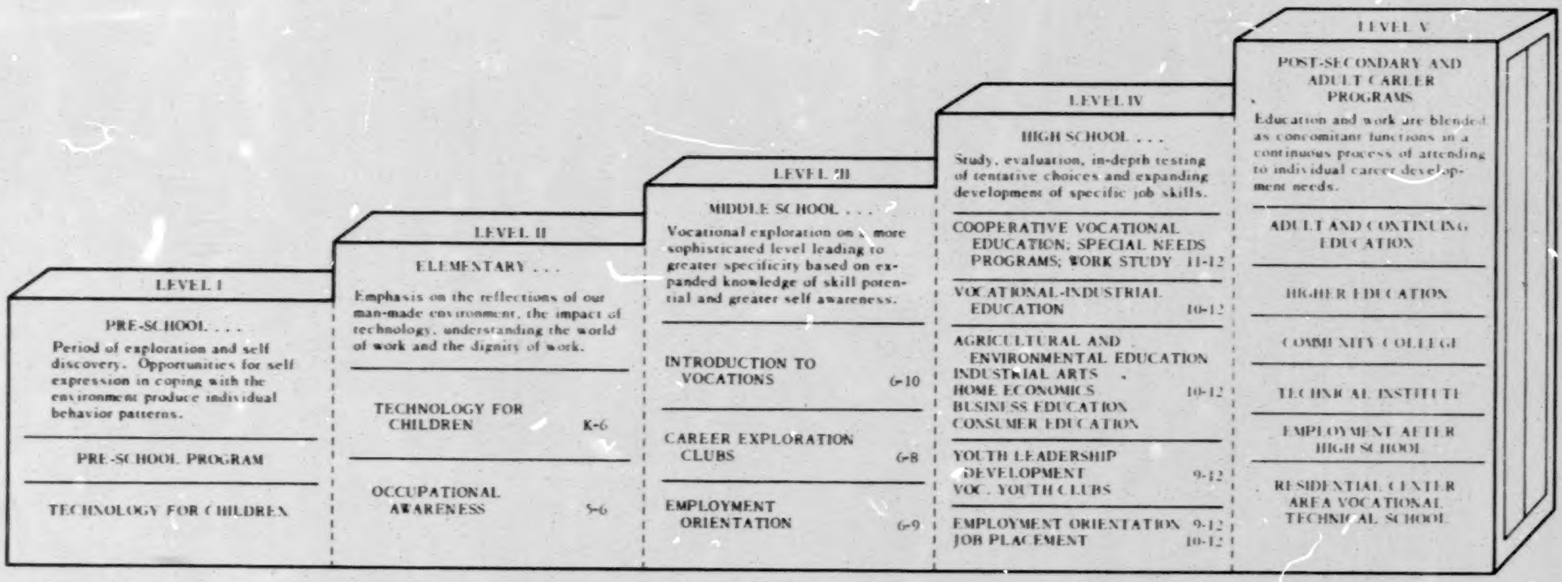
---

[1] LOUISE J. KELLER, CAREER EDUCATION IN-SERVICE TRAINING GUIDE (MORRISTOWN: GENERAL LEARNING CORPORATION, 1972), P. 14.

15 JOB CLUSTERS

1. BUSINESS AND OFFICE OCCUPATIONS
2. MARKETING AND DISTRIBUTION OCCUPATIONS
3. COMMUNICATIONS AND MEDIA OCCUPATIONS
4. CONSTRUCTION OCCUPATIONS
5. MANUFACTURING OCCUPATIONS
6. TRANSPORTATION OCCUPATIONS
7. AGRI-BUSINESS AND NAT. RESOURCES OCCUPATIONS
8. MARINE SCIENCE OCCUPATIONS
9. ENVIRONMENTAL CONTROL OCCUPATIONS
10. PUBLIC SERVICE OCCUPATIONS
11. HEALTH OCCUPATIONS
12. HOSPITALITY AND RECREATION OCCUPATIONS
13. PERSONAL SERVICE OCCUPATIONS
14. FINE ARTS AND HUMANITIES OCCUPATIONS
15. CONSUMER AND HOMEMAKING RELATED OCCUPATIONS

THE NEW JERSEY MODEL FOR CAREER DEVELOPMENT EDUCATION



LEVEL I

PRE-SCHOOL . . .

Period of exploration and self discovery. Opportunities for self expression in coping with the environment produce individual behavior patterns.

PRE-SCHOOL PROGRAM

TECHNOLOGY FOR CHILDREN

LEVEL II

ELEMENTARY . . .

Emphasis on the reflections of our man-made environment, the impact of technology, understanding the world of work and the dignity of work.

TECHNOLOGY FOR CHILDREN K-6

OCCUPATIONAL AWARENESS 5-6

LEVEL III

MIDDLE SCHOOL . . .

Vocational exploration on a more sophisticated level leading to greater specificity based on expanded knowledge of skill potential and greater self awareness.

INTRODUCTION TO VOCATIONS 6-10

CAREER EXPLORATION CLUBS 6-8

EMPLOYMENT ORIENTATION 6-9

LEVEL IV

HIGH SCHOOL . . .

Study, evaluation, in-depth testing of tentative choices and expanding development of specific job skills.

COOPERATIVE VOCATIONAL EDUCATION; SPECIAL NEEDS PROGRAMS; WORK STUDY 11-12

VOCATIONAL-INDUSTRIAL EDUCATION 10-12

AGRICULTURAL AND ENVIRONMENTAL EDUCATION
INDUSTRIAL ARTS
HOME ECONOMICS 10-12
BUSINESS EDUCATION
CONSUMER EDUCATION

YOUTH LEADERSHIP DEVELOPMENT 9-12
VOC. YOUTH CLUBS

EMPLOYMENT ORIENTATION 9-12
JOB PLACEMENT 10-12

LEVEL V

POST-SECONDARY AND ADULT CAREER PROGRAMS

Education and work are blended as concomitant functions in a continuous process of attending to individual career development needs.

ADULT AND CONTINUING EDUCATION

HIGHER EDUCATION

COMMUNITY COLLEGE

TECHNICAL INSTITUTE

EMPLOYMENT AFTER HIGH SCHOOL

RESIDENTIAL CENTER
AREA VOCATIONAL TECHNICAL SCHOOL

CAREER EDUCATION CURRICULUM WORKSHEET

. GRADE LEVEL N K 1 2 3 4 5 6 7 8 9 10 11 12 13 14
. RELATED SERVICES; (E.G. GUIDANCE, REMEDIAL SPECIALIST, CHILD STUDY TEAM): ____________
. SUBJECT AREA: ________
. UNIT OF STUDY: ________
. RESOURCE: (INDUSTRY, LABOR, HOME, AGENCY):
. TEACHER'S NAME ________

	LEARNER OBJECTIVES	LEARNING ACTIVITIES	LEARNING RESOURCES	EVALUATION PROCEDURES
1. BASIC EDUCATIONAL SKILLS: STUDENTS WILL DEVELOP AND DEMONSTRATE COMPREHENSIVE SKILLS ON A PRE-K-ADULT CONTINUUM LEADING TO EMPLOYMENT AND/OR CONTINUED EDUCATION.				
2. CAREER-AWARENESS STUDENTS WILL GAIN KNOWLEDGE ABOUT THE RANGE, NATURE, EDUCATIONAL AND OTHER PREREQUISITES OF VARIOUS CAREERS.				
3. SELF-AWARENESS STUDENTS WILL CONCEPTUALIZE THEIR VALUE SYSTEM FOR DEVELOPING INDIVIDUAL INTERESTS, ABILITIES, APTITUDES AND INTERPERSONAL RELATIONSHIPS.				
4. APPRECIATION WORK ATTITUDES AND HABITS: STUDENTS WILL RECOGNIZE THE CONTRIBUTION OF WORK TO OUR CIVILIZATION AND DEMONSTRATE INITIATIVE AND RESPONSIBILITY FOR EXPLORING AND DEVELOPING THEIR INDIVIDUAL POTENTIAL.				
5. DECISION-MAKING PROCESS: STUDENTS WILL DEVELOP CAREER DECISION-MAKING SKILLS RELATIVE TO "NEXT-STEP" EXPERIENCES IN EDUCATION AND OR EMPLOYMENT				
6. SOCIO-TECHNOLOGICAL, ECONOMIC UNDERSTANDING: STUDENTS WILL GAIN KNOWLEDGE AND RELATE TO THE ECONOMIC, POLITICAL, SOCIETAL AND TECHNOLOGICAL ASPECTS OF CAREERS IN OUR CONTEMPORARY CIVILIZATION.				

Mr. Gregory A. Buontempo, Director, County Career
Education Coordinators, Department of Education,
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

ATLANTIC AND CAPE MAY COUNTY COORDINATOR Office of the County Superintendent of Schools 1200 Harding Highway Mays Landing, New Jersey 08330	MR. RAYMOND KIENZLE (609) 625-2101
BERGEN COUNTY COORDINATOR Office of the County Superintendent of Schools 304 Valley Boulevard Wood-Ridge, New Jersey 07075	VACANCY (201) 935-2990
BURLINGTON COUNTY COORDINATOR County Office Building 3 Union Street Mt. Holly, New Jersey 08060	MR. JOHN CORNEW (609) 964-8700 Ext. 337, 338
CAMDEN COUNTY COORDINATOR Court House Annex Building 2276 North 43rd Street Pennsauken, New Jersey 08110	MR. EDWARD LAZOWSKI (609) 964-8700 Ext, 346,347
CUMBERLAND AND SALEM COUNTY COORDINATOR Office of the County Superintendent of Schools 19 Landis Avenue Bridgeton, New Jersey 08302	MR. JOHN MILLARD (609) 451-8000 Ext. 201, 202, 203
-or-	
Office of the County Superintendent of Schools 90 Market Street Salem, New Jersey 08079	(609) 935-3180
ESSEX COUNTY COORDINATOR Office of the County Superintendent of Schools 90 Washington Street East Orange, New Jersey 07017	MRS. SUSAN TO. WOOD (201) 673-5312
GLOUCESTER COUNTY COORDINATOR Gloucester County Office of Education Tanyard and Salina Roads Sewell, New Jersey 08080	MR. GLENN EARL (609) 468-6500

HUDSON COUNTY COORDINATOR Office of the County Superintendent of Schools 595 Newark Avenue Jersey City, New Jersey 07306	MR. EUGENE E. DAVIS (201) 434-0880 (201) 792-3737
HUNTERDON COUNTY COORDINATOR Hunterdon County Library & Administration Building Route #12 P. O. Box 87 Flemington, New Jersey 08822	MR. JACK COOGAN (201) 782-2424
MERCER COUNTY COORDINATOR Mercer County Administration Building Room 201 640 South Broad Street P. O. Box 1777 Trenton, New Jersey 08607	MR. JOSEPH RYCZKOWSKI (609) 989-8000 Ext. 381, 382, 383, 384
MIDDLESEX COUNTY COORDINATOR Office of the County Superintendent of Schools 97 Bayard Street New Brunswick, New Jersey 08901	MR. STANLEY ROTHMAN (201) 246-6492
MORRIS COUNTY COORDINATOR County Institution Building West Hanover Avenue Morris Plains, New Jersey 07950	MR. CHESTER O'BRIEN (201) 285-6151
OCEAN COUNTY COORDINATOR Office of the County Superintendent of Schools 212 Washington Street Toms River, New Jersey 08753	MR. THOMAS GLASGOW (201) 244-2121 Ext. 214, 215, 216
PASSAIC COUNTY COORDINATOR County Administration Building Room 204 317 Pennsylvania Avenue Paterson, New Jersey 07503	MR. RONALD B. BROWN (201) 525-5000 Ext. 410